

**THE INFLUENCE OF USING EACH ONE TEACH ONE TOWARDS STUDENTS'
READING COMPREHENSION ON RECOUNT TEXT
AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF
SMP NEGERI 2 PUBIAN LAMPUNG TENGAH
IN THE ACADEMIC YEAR OF 2019/2020**



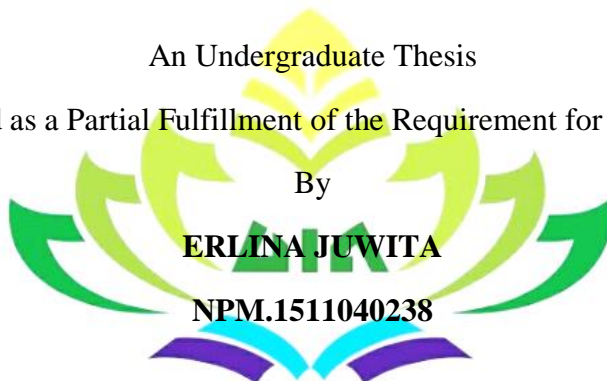
An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree

By

ERLINA JUWITA

NPM.1511040238



Study Program : English Education

Advisor : SyofnidahIfrianti, M.Pd

Co-Advisor : M. SayidWijaya, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG**

2019

ABSTRACT

THE INFLUENCE OF USING EACH ONE TEACH ONE TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 2 PUBIAN LAMPUNG TENGAH IN THE ACADEMIC YEAR OF 2019/2020

By

ERLINA JUWITA

Reading is thinking and understanding and getting at the meaning behind a text. In reading process the readers will find the knowledge and get information from printed text. The students' reading comprehension in SMP Negeri 2 Pubian was still low especially in reading recount text. It can be seen from the students' reading score in preliminary research. There were 66,24% of the students who got the score under 70 as the criteria of minimum mastery. Thus, the new strategy was proposed, the strategy was each one teach one. The objective of the research was to know whether or not there was a significant influence of using each one teach one towards students' reading comprehension on recount text.

The research methodology was quasi experimental design. In this research, the population was the eighth grade of SMP Negeri 2 Pubian. The sample of this research were two classes consisting of 32 students for experimental class and 32 students for control class. In the experimental class, the researcher used each one teach one and in the control class used guided reading. The treatments were held in 3 meetings for each class. In collecting the data, used instrument in the form of multiple choice questions which had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS 21 (*Statistical Package for Social Science*) to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig = 0.003$ and $<\alpha = 0.05$. It means that H_a was accepted because $Sig. <\alpha = 0.003 < 0.05$. Therefore, there was a significant influence of using each one teach one towards students' reading comprehension at the first semester of the eighth grade at SMP Negeri 2 Pubian.

Keywords: *Recount Text, Each One Teach One, Reading Comprehension, Quasi Experimental Design, Quantitative Research.*

DECLARATION

Hereby, I stated this thesis entitled “ The Influence of Using Each One Teach One Towards Students’ Reading Comprehension on Recount Text at the First Semester of the Eighth Grade at SMP Negeri 2 Pubian in the Academic Year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, November 2019

Declared by,



ERLINA JUWITA

NPM. 1511040238



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl.Letkol H.Endro Suratmin, Sukarampe, Bandar Lampung 35131 Telp.(0721)783260

APPROVAL

Title

**THE INFLUENCE OF USING EACH ONE TEACH
ONE TOWARDS STUDENTS' READING
COMPREHENSION ON RECOUNT TEXT AT THE
FIRST SEMESTER OF THE EIGHTH GRADE OF
SMP NEGERI 2 PUBIAN IN THE ACADEMIC
YEAR OF 2019/2020.**

Student's Name : Erlina Juwita

Student's Number : 1511040238

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session at Tarbiyah and Teacher
Training Faculty, State Islamic University Raden Intan Lampung

Advisor,

Co-Advisor,

Syofnidah Ifrianti, M.Pd
NIP. 19691003 199702 2 002

M. Sayid Wijaya, M.Pd
NIP. 19880317 201503 1 006

The Chairperson of
English Education Study Program

Meisuri, M.Pd.
NIP. 19800515 200312 200 4





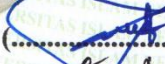
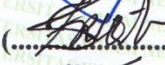

**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarama Bandar Lampung Telp. (0721)703289


ADMISSION

A thesis entitled: **“THE INFLUENCE OF USING EACH ONE TEACH ONE TOWARDS STUDENTS’ READING COMPREHENSION ON RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 2 PUBIAN LAMPUNG TENGAH IN THE ACADEMIC YEAR OF 2019/2020: 1511040238, Study Program: English Education, was tested and defended in final examination session held on: November 6th, 2019.**

Board of Examiners:

The Chairperson	: Dr. M. Muhassin, M.Hum	
The Secretary	: Agus Hidayat, M.Pd	
The Primary Examiner	: Satria Adi Pradana, M.Pd	
The First Co- Examiner	: Syofnidah Ifrianti, M.Pd	
The Second Co- Examiner	: M. Sayid Wijaya, M.Pd	

**The Dean of
Tarbiyah and Teacher Training Faculty**


Prof. Dr. Hj. Nirva Diana, M.Pd
NIP: 196408281988032002

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

(1) Recite in the name of your Lord Who created, (2) created man from a clot of congealed blood. (3) Recite: and your Lord is Most Generous, (4) Who taught by the pen, (5) taught man what he did not know.¹ (Chapter: Al-Alaq: 1-5)



¹ “Tafheem ul Quran Surah 96 Al-‘Alaq, Ayat 1-5” (On-line), Available on: <http://www.islamicstudies.info/> (July 21, 2019)

CURRICULUM VITAE

Erlina Juwita was born in Tanjung Kemala on April 26th, 1997. She is the second child of three children of Mr. Sugeng and Ms. Siti Zainab. She has one brother, his name is Rustandi Hermawan and one sister, her name is Alvina Damayanti.

She began her study at elementary school of SD Negeri 2 Tanjung Kemala in 2002 and graduated in 2009. After that she continued her school at Junior High School at SMP Negeri 2 Pubian and graduated in 2012. After that, she continued her school at MA AL-Qodiri 1 Jember Jawa Timur and graduated in 2015. Furthermore, in 2015 she continued her study in the State Islamic University of Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



DEDICATION

From the deep of my hearth, this thesis is dedicate to every people who cares and loves me.

I would like to dedicate this thesis to:

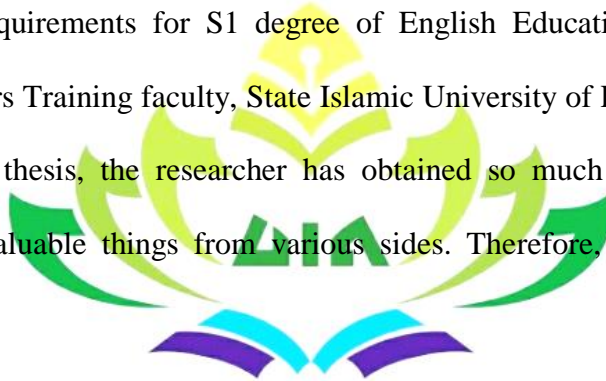
1. Praise to be Allah SWT, thanks for everything.
2. My beloved Parents, Mr. Sugeng and Ms. Siti Zainab who always loves me, always try to make me happy and wish for my success. Thanks for all the motivation.
3. My beloved brother, sister and my beloved Nephew; Rustandi Hermawan, Alvina Damayanti, Ayu Tri Maharani, Jasen Abimana Alexi.
4. My beloved friends in Kukuruyuk Boarding House, Diana sari, Diana Maya sari, Destia Wulandari, Dessy Mualifah, Eka Nur Hayati, Puspita Sari.
5. My beloved almamater UIN Raden Intan Lampung.



ACKNOWLEDGEMENT

Praise to be Allah, the Almighty God, the most merciful and the most beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers.

This thesis entitled “The Influence of Using Each One Teach One Towards Students’ Reading Comprehension on Recount Text at the First Semester of the Eighth Grade at SMP Negeri 2 Pubian in the Academic Year of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teachers Training faculty, State Islamic University of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:




1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, with his personnel who have given an opportunity and forbearance to the researcher during this study until the accomplishment of this thesis.
2. Meisuri, M.Pd the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Syofnidah Ifrianti, M.Pd, the first advisor who has patiently guided and directed the researcher to finish this thesis as well.

4. M. Sayid Wijaya, M.Pd, the co-Advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.
5. All lectures of English Departement of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
6. Drs. Sajar, the headmaster of SMP Negeri 2 Pubian for allowing the researcher conducting the research; to English teacher of SMP Negeri 2 Pubian, Ms Karni Hanani, S.Pd for being helpful during the research process and giving suggestion during the research.
7. My special person Ardi Budiono Pratama, S.Pd who always give me support and help to finish this thesis.
8. My beloved friends in English Education Study Program of UIN Raden Intan Lampung, especially for all members of English Education class D thanks for your help and motivation that given to researcher.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, criticism and suggestion are sincerely welcomes from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

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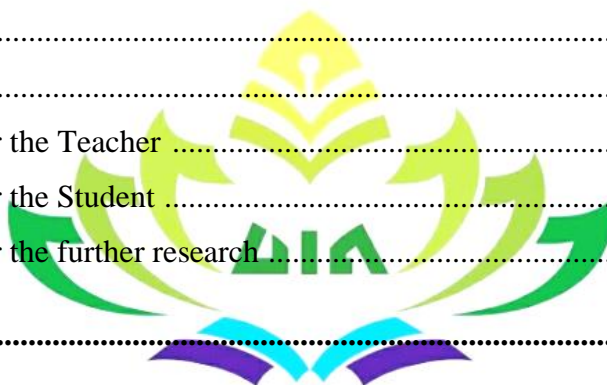
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CHAPTER 1

INTRODUCTION

A Background of the problem

Language is much tool for communication rather than set of rules.² It means that language is set of rule by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot use it affectively for the sake of their communication. They cannot communicate well. Even worse they cannot understand each other. Therefore, in order to be successful in to join a communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves.

In English there are four language skills to be able to communicate, they are listening, speaking, reading, and writing. In this research, however the researcher doesn't discuss all of the skill, only reading skill. According to Rainders, Reading is the key to mastering foreign language.³ It means that to mastering foreign language, the one of important skill is reading. Another side, Teixeira also mentioned that Reading is key language skill that has a

² David Nunan , *Teaching English to Speakers of Other Languages : An introduction*, (New York: Routledge , 2015), p. 13

³ Hayo Reinders, David Nunan, and Bin Zou, *New Language Learning and Teaching Environments : Innovation In Language Learning and Teaching* , (London : Palgrave, 2017), p. 122

significant place in the teaching and learning foreign language.⁴ It means that reading has important places in teaching and learning foreign language.

Nowadays reading becomes activities that must be mastered by human being, because in this modern era all information comes to us in the form of text. According to Grabe, we read throughout the day in modern societies because print is all around us.⁵ It means that humans in this modern era always get the information through the reading process and it becomes human daily activity in modern times, such as we read magazines during the day, whether relaxing and waiting in some office. We read newspaper, flyers, and ads. We read much more than this. We read when we online on Facebook. We read when we receive and sent a text message and when we search information on Google. We read advertisement when we watch movie at TV, computer or mobile phone. We read (reread) whenever and wherever in this modern era.

Based on Standard of Curriculum 2013, the purpose of reading competence is to comprehend the meaning of simple written text interpersonally and transactional both formal and informal situation in the form of descriptive, narrative, procedure and recount texts. In the fact, there were still many problems in the learning process of reading comprehension. Sometimes students are only required to read the text, and then answer questions related to the content of the text. It was a way that did not involve the process of thinking students so that students are not involved in active reading process.

⁴ Joana Vas Teixeira, *Developing Skill Using Different text (e- TEALS (An – E Journal of Teacher Education and applied Language Studies)*, Available at: (<http://ler.letars.up.pt.org>) Accessed on 4th February, 2019.

⁵ William Grabe, *Reading in Second Language Moving from Theory to Practice*. (New York: Cambridge University Press, 2009), p. 5

For this reason the reading ability was importantly needed for student. This could be seen in the teaching learning process. There were many books on science and technologies are written in English. This means that learners are expected to be able to understand the English written information in the book used. Learning reading is difficulty for student, Sometimes the researcher found some problem in learning reading, because some of them were not interested in reading comprehension. In other words, they are lack of motivation from themselves. It was also found at SMP N 2 Pubian.

Based on the English syllabus of the eighth grade, students were expected to able to comprehend recount and descriptive texts. Nevertheless, based on the preliminary that was done by the reseacher in SMPN 2 Pubian, many students had problem in comprehending the text, especially occurred in class VIII of SMPN 2 Pubian. The students got difficulty particularly in recount text. From the result of interview to the English teacher Mrs. Karni Hanani S.Pd Many students did not pass minimum standard mastery (KKM) in recount text. The students had problem in comprehending recount text, especially on main idea from the text. It could be seen from students' English reading score in recount text there were 53 students of the 157 students who passed the test based on criteria of minimum mastery (KKM) and 104 students failed. In this case, the students' score of KKM in SMPN 2 Pubian 70 and there were many students who got the score under 70. It means that more than 50% students who did not pass the criteria of minimum mastery. (See Appendix 1)

The researcher found some problems faced by student at the eighth grade of SMP Negeri 2 Pubian Lampung Tengah, those are various factors that might have been caused by the

failure in teaching reading. After the researcher interviewed the English Teacher Mrs Karni Hanani S.Pd, She said that the student had some problem in learning English especially reading recount text, the problems were The student have difficulties to comprehend the reading text, the students feel bored when they read a long text text and the teaching strategy that was used by teacher was not effective, because the teacher used Guided Reading strategy. In guided reading the teacher only gives a little explanation about material in front of the classroom and then ask to student to do the reading exercise. After that the teacher evaluated the student worksheet to get the student's score. This strategy did not support the student to make them interested in the lesson and motivated them to study especially in reading.⁶ Questions and answer with English Teacher were attached. (See Appendix 3)

The researcher also interviewed the student in SMP Negeri 2 Pubian, based on interviewed to the student, the researcher got information that the students had some problems in learning English especially in reading of recount text. The student said that the teacher's strategy was less attractive in teaching reading recount text, this problem make the students difficult to comprehend the text.⁷ Questions and answers with the student were attached. (See Appendix 5)

After doing preliminary research, the researcher concludes that the student were interested in learning English by providing them with appropriate strategy which are able to improve their score in learning English. In the teaching and learning process there were many kinds

⁶ An interview the Researcher and English Teacher of SMP Negeri 2 Pubian, on October 1st, 2018. Unpublished.

⁷ An interview Researcher and the Students of SMP Negeri 2 Pubian, on October 1st, 2018. Unpublished.

of good strategy that could be applied by the teacher, to improve the students reading comprehension, one of which Each One Teach One. According to Wise Each One Teach One to show you know – Student explain to each other what they have understood.⁸ The one advantages of Each One Teach One strategy is it is not a conventional classroom situation a time and venue conducive to both the teacher and the learner can be decide. Each one Teach One an interested strategy because easily allow the students to share information and to organize the idea. It is an appropriate strategy that can help students to increase their reading comprehension of recount text.

Considering Each One Teach One, there are some researchers who have done a research about each one teach one. The first research was conducted by Irfan Kurniawan in SMP Dharma Bhakti. Each One Teach One is also effective to be implemented in teaching learning reading comprehension, On his research entitled the effect of applying Each One Teach One on students' achievement in reading comprehension showed that in teaching reading the previous research found that the students' achievement taught by using Each One Teach One is higher than the students' achievement taught by without Each One Teach One. It is proven by the score of the students the mean score in experimental group of pre-test was 50.13 while the post-test was 74.53. It means that the students' scores in experimental group of post-test are higher than that in experimental group of pre-test. From his research each one teach one motivated the students in learning, it helped students to understand of text. It was proven by the mean of the students' pre-test scored were 61,73

⁸ Derek Wise, Mark Lovatt. *Creating An Accelerated Learning School* (Stafford : Network Educational Press, 2001).p. 85

and the mean of students' post-test 77,33. It meant that in teaching and learning showed the significance by using each one teach one.⁹

Further, Each One Teach One is an effective strategy to improve reading comprehension. It has been applied by Afifah Maulidiah at MA Al-Qodiri, on her research entitled the effect of cooperative Each One Teach One and motivation towards the Eighth Grade Students' Reading Comprehension showed that using Each One Teach One has positive motivation that can make the student more enthusiastic in reading process. It is proven by the score of the student the average score in taught by using Each One Teach One was 78.67 while the average score in taught without using Each One Teach One was 62.89. It means that using Each One Teach One student' scores were higher than not using Each One Teach One in reading process.¹⁰

Based on those previous research, the researcher concluded that all of the previous research show the great results of the use of Each One Teach One toward reading comprehension that have an effect to improve reading comprehension of the students. By using Each One Teach One, students have positive motivation that could made students more enthusiastic in reading process, so it could increases the student score of reading and their abilities in reading

There were some differences between the previous research and the current research. The previous research has been done at SMP Dharma Bhakti, and MA Al-Qodiri,

⁹ Irfan Kurniawan, *The effect of applying each one teach one strategy on student achievement in reading comprehension*. P. 6-7

¹⁰ Afifah Maulidiah, *The effect of cooperative EOTO strategy and motivation towards Eight grade student reading comprehension at junior high school*. pp. 11-12

meanwhile the current research was conducted at SMP Negeri 2 Pubian. All previous research did not use specific genre of text to teach reading comprehension by using Each One Teach One meanwhile the current research used specific genre that is recount text to teach reading comprehension by using Each One Teach One. And all previous research used experimental research design as a research method and the current research also used experimental research design as a research method, it means that in the last point there is no differences in this point, we use the same method in research method.

The researcher expect that this strategy could improve the student reading comprehension in recount text. So, the researcher conducted an experimental research entitled “The Influence of Using Each One Teach One towards Students’ Reading Comprehension on Recount Text at of the Eighth Grade of SMP Negeri 2 Pubian Lampung Tengah in the Academic Year of 2019/2020.”

B. Identification of the Problem

Based on the background of the problem and the result of preliminary research, the researcher indentified the problems as follow:

1. The student have difficulties to comprehend the reading text
2. The students feel bored when read a long text.
3. The teacher’s strategy was less attractive in teaching reading recount text.

C. Limitation of the problem

The researcher limits the problem into the influence of using each one teach one towards students’ reading comprehension on recount text at the eighth grade of SMP Negeri 2 Pubian Lampung Tengah in the academic year of 2019/2020.

D. Formulation of the Problem

Based on limitation of the problem, the researcher would like to formulate the problem that is to know “Is there influence of using each one teach one towards students’ reading comprehension on recount text at the eighth grade of SMP Negeri 2 Pubian Lampung Tengah in the academic year of 2019/2020?”

E. Objective of the Research

The purpose of the research was to know whether there was influence of using each one teach one towards students’ reading comprehension on recount text at the eighth grade of SMP Negeri 2 Pubian Lampung Tengah in the academic year of 2019/2020.

F. Uses of the research

1. Theoretical

For the theoretical contribution, the result of this research expected to support the previous theories about influence of using Each One Teach One towards students’ reading comprehension in Recount text.

2. Practical

For practical contribution, the result of this research would expert that the teacher know the influence of using Each One Teach One Towards Students’ Reading Comprehension in Recount, also the student could increase their reading comprehension through each one teach one. For the next researcher used this strategy to increase students’ reading comprehension in different level.

G. Scope of the Research

The scope of the research as follows:

1. The subject of the research

The subject of the research was the students at the eighth grade of SMP Negeri 2 Pubian Lampung Tengah in the academic year of 2019/2020

2. The Object of the research

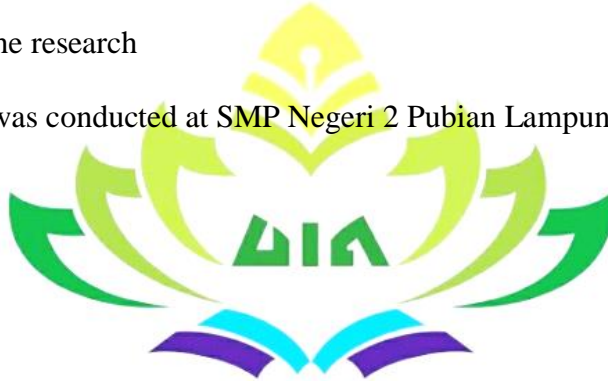
The object of the research was the use of Each One Teach One Strategy and the students' reading comprehension on recount text at first semester of the eighth grade of SMP Negeri 2 Pubian Lampung Tengah.

3. The time of the research

The research was conducted at the first semester in the academic year of 2019/2020

4. The place of the research

The research was conducted at SMP Negeri 2 Pubian Lampung Tengah.



CHAPTER II

REVIEW OF LITERATURE

A. Concept of Reading

1. Definition of Reading

According Jennifer, Reading is thinking and understanding and getting at the meaning behind a text.¹¹ It means that reading is a process through which the reader to get a message from the words they have read to and information from writers. As the process of beginning readers of beginning readers are invited to think about reading, to know the meaning symbols that exist as a message to be deliver by the author, and understand the contents of the message so that a series of new thinking that is conveyed by the author to the reader so that the reader gets the sense from the text.

Reading have many purposes It is support by Nunan statement that the important functions of reading are, first of all, reading for communicative purpose, and second, reading for educational purpose.¹² It means that there are a lot of purposes and function consider when people read, the important function are for communicative and also for educational. According to Lims Et.al Reading is an interactive process¹³. Moreover Scanlon Et,al state that reading is a complex process that requires the analyze coordination, and interpretation of variety of source of information.¹⁴ It means that reading is a process to get a process to get understanding from a text. The reader can understand information by interoperating

¹¹ Jennyfer Seravallo , *Teaching Reading In Small Group* (Porsmouth : Heinemann, 2010), p.43

¹² David Nunan, *Teaching English to Speakers of other languages* (New York : Routledge, 2015), p.64

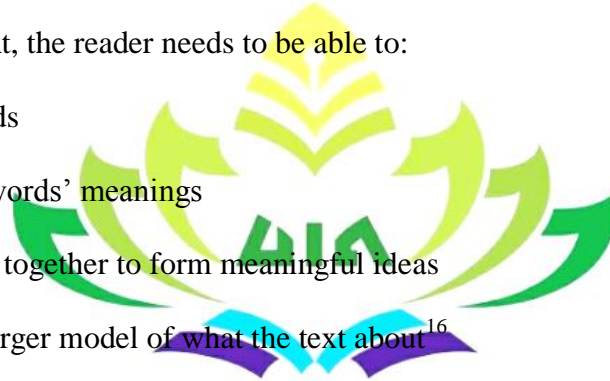
¹³ Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading to English Language Learners* (New York: Guilford 2010), p.33

¹⁴ Donna M. Scanlon, Kimberly R. Anderson and Joan M. Sweeney, *Early Intervention For Reading Difficulties* (London: Guilford Press, 2010), p.9

source information from a text. According to Ifrianti, reading is an interactive process in which reader's prior knowledge of the subject and the purpose for reading, operate to influence what is learned from text.¹⁵ It can be concluded that reading is the process of receiving meaning by understanding the contents of written text. Based on the definition above, it can be said that reading is an activity to obtain meaning from written text that includes an understanding of what the author means in the text as the purpose of reading, with the result that we get information and knowledge from it. Then, reading has purpose to comprehend of the text and also ways of the ways to know information.

To understand the text, the reader needs to be able to:

1. Read the words
2. Retrieve the words' meanings
3. Put the words together to form meaningful ideas
4. Assemble a larger model of what the text about¹⁶



Based on thus explanation, the writer concludes that reading is an act done by a person to get meaning and information from a text. Reading process also needs the reader background knowledge to build the readers comprehension. A complex process that requires the analysis, coordination and interpretation a variety of source information. By reading, the reader will know what they read and the ideas of the writer. Reading also important our daily activity, Through reading we can get new information, knowledge and scene.

¹⁵ Syofnidah Ifrianti, *Improving Reading Comprehension*, (Bandar Lampung: Fakta Press, 2010), p.6.

¹⁶ Donna M. Scanlon, Kimberly R. Anderson and Joan M. Sweeney, *Early Intervention For Reading Difficulties*, p.10

B. Reading Comprehension

1. Definition of Reading Comprehension

According to Scanlon Et.al., Comprehension is an active, constructive, process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the in the text and the reader's pre-existing knowledge related to the topic of the text.¹⁷ It means that reading comprehension is the reader's understanding before and after reading the passage, because the readers have an opinion or understanding before reading the text, and then connect the reader with the result of the reading comprehension before reading the opinion conclusion of the text. According to Karen, reading comprehension is the process of construction meaning by coordinating a number of complex process that include word reading, world knowledge and fluency.¹⁸ It means that reading comprehension is the process reader on reading activities build understanding of a text. Its combines logical thinking which is owned by collection of letters, word and sentences in the text and uses world knowledge and fluency.

In reading a text, the reader have purpose to get information and understand about the text and the reader can get the message from the text. According to Simarmata, reading comprehension is the reader ability to read the text, process it and understand its meaning.¹⁹ Its means that reading comprehension is the reader ability to comprehend text to get meaning from text.

¹⁷ Donna M. Scanlon, Kimberly R. Anderson and Joan M. Sweeney, p.276

¹⁸ Karen R.Harris and Graham Steve, *Teaching Reading Comprehension To student with learning difficulties*, (New York: Guilford,2015), p.104

¹⁹ John Pieter Simarmata, *Reading Comprehension, Skills With Semantic Mapping and K.W.L strategies* (Medan: 2014). p.1

According to Brown in Ifrianti's Journal that there are some aspect that commonly used in measuring student's reading comprehension, they are:

- 1) Main idea (topic)
- 2) Expression/Idiom/Phrase in context
- 3) Inferences (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting idea.
- 8) Vocabulary in context.²⁰

In order words, reading comprehension is the ability to understand information from the text. The reader should be careful reading in order to understand total meaning of passage. In this research, the researcher measured student's reading comprehension in main idea, expression/phrase/idiom, inference, grammatical features, a specifically stated detail of the passage, excluding fact not written, supporting idea and difficulties vocabularies from context provides that provide in the form of test by the researcher.

1. Main idea

Main idea basically most important thought about the topic. main idea is what the author wants to you to know and understand about the topic. It means that main idea refers to important information that tells more about the overall idea of paragraph or section of a

²⁰ Syofnidah Ifrianti, *Increasing Student Reading Comprehension by using Jigsaw Strategy*, Journal English Education, vol.5 No.1 (July, 6th 2017) p. 151

text. Example question of main idea can be: (1) what is the main idea of the text? (2) what does the paragraph three tell us about ?

2. Expression/Idiom/ Phrases in context

The question of Expression/Idiom/ Phrases in context is a question that asks the reader to identify the meaning of words as they are used in the context of passage. It means that the question of Expression/Idiom/ Phrases in context is identifying how a word is being used in particular passage. Example question Expression/Idiom/Phrases in context can be “I was close to tear” the expression above refers to.

3. Inference

Inference ask about information that is implied by the passage rather than directly stated. In order words, inference question is guessing something that is not directly stated in the text. Example question of inference can be, “the text above tell us about?”

4. Grammatical features

Reference is a relation that obtains between expression and what speakers use expression to talk about. It means that reference is a relation between objects in which one object designers, or act as a means by which to connect to or link to another object. Example question of inference can be “He took her to the river” the words her refers to?

5. Detail (Scanning for a specifically stated detail)

In discussion about reading this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want to specific details. In this case, we almost ignore all the other information until we come to specific information that we are

looking for. Example of detail question can be: (1) where did story happen? (2) where was Roro Jonggrang washing some clothes?

6. Excluding Fact not written

Excluding fact not written question ask the information in text that is not explained directky. Example of excluding fact not written question can be : (1) from the text, we know that the writer,(2) which statetement is corrected based on the text above ?

7. Supporting idea

Supporting underscore the writer main idea by providing clarification of its meaning or evidence to corroborate. It means supporting idea clarifies the topic sentence or main idea of a written passage. Example question: Why her teacher gave her punishment?

8. Vocabulary in context

Vocabulary in context question ask about the meaning of a words or phrase as it is used in the passage. It means that vocabulary in context question is a question that asks reader to determine the meaning of vocabulary. Example of vocabulary in context question can be: what is the synonym of careless?

Based on thus explanation, the researcher concludes that reading Comprehension is the ability to derive and understand information from text. In reading comprehension, the reader also relates the idea from the text to prior experience and their knowledge. This ability is indicated from the test given to measure students reading comprehension in finding main idea, expression/phrase/idiom, inference, grammatical features, a specifically stated detail of the passage, excluding fact not written and difficult vocabularies from context provide.

2. Processes of Reading Comprehension

Hedgcock and Ferris say that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). Earlier models of reading instruction have tended to focus primarily either on *bottom-up processes* (for decoding and comprehending the text) or *top down skills* (for activating the background knowledge and prediction strategies of the reader).²¹ Both of them are processes of reading comprehension and according to the recent research, there is one more kind of processing reading comprehension, called interactive reading.

1) Bottom-up processing

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical clues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. These data-driven operations obviously require knowledge of the language itself. From among all the perceived data, the reader select the signals that make some sense to what is called-meaning.

2) Top-down processing

Top-down, is a process in which the readers duraw their own intelligence and experience to understand a text.

3) Interactive reading

²¹ John S. Hedgcock, and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Context* (New York: Routledge, 2009), p. 49.

It means that Interactive reading is a combination of top-down and bottom-up processing. It is almost always a primary ingredient in successful teaching methodology because both processes are important.

3. Concept of Teaching Reading

The purpose of teaching is to support learning.²² Teaching is showing of helping someone to learn how doing something. Giving instruction, guiding in the study of something, providing with knowledge, causing to know understand. It means that teaching is sharing knowledge, giving instruction guiding in the study to build student knowledge and to find information in the learning process. According to Kloppe, Teaching is the provision of clear goals that: provides a basic purpose for a class, define learning objectives are realistic available and identify the important questions in the field that the lesson address.²³

Teaching reading is teacher's way to make the students understand about the text. According to Jocelyn, Et.al the purpose of teaching Reading is to instill in student that they may gain information from the text, they can improve their communication skill with knowledge and they may read for pleasure.²⁴

According to Harmer, The principle can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below :

1. Reading is not passive skill
2. Students need to be engaged with what they are reading

²² John Biggs and Cathrine Tang , *Teaching for Learning at University' When the student does' 4 Edition* (London: Open University press, 2011), p.20

²³ Cristopher Kloppe and Steve Drew , *Teaching for Learning and Learning for Teaching* (Griffth University: Sense Pubhliser, 2015), p. 16

²⁴ Jocelyn L. Paris and Judy L.Paris, *Fundamental Subject Content Knowledge* (Wiley: Wiley Publishing 2012), p.17

3. Students should be encouraged to respond to the content of a reading text, not only to the language
4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teachers exploit reading texts to the full.²⁵

It means that teaching is not stuck activity. Student must enjoy the reading process. As the teacher, we must pay attention how to increase reading text in classroom because teaching reading needs more than only reading text.

Based on thus explanation, teaching reading is the teacher way to make the student understand about the text. The teacher can give instruction to the students to learn how to comprehend English text easily and develop students' skill that they can read English text effectively. Thus, they will know or understand something in reading. In addition, as the teacher we also must pay attention how to increase reading text in classroom.

Brown states that there are activity in teaching reading, such as pre-reading activity, whilst-reading and post- reading activity.

- 1) "Pre-reading activity"

This activity is designed to prepare the student for actual reading of the selected materials. In order word, the teacher helps the students anticipate the text they will read. In pre- Teaching activity the teachers introduce the topic by brainstorming through media and pictures.

- 2) "Whilst-reading activity"

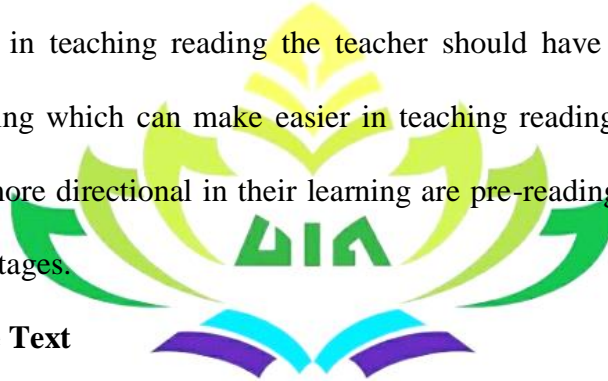
²⁵ Jeremy Harmer. *How to Teach English*, (London: Person Education Limited. 1998), p.70

This activity is the core activity in teaching learning process. In whilst reading activity, the teacher distributes the text to the text to the students. Ask the student to read the text, after that the teacher will gave explanations about text, and ask the student to do assignment based on the text.

3) “Post-reading Activity”

It is an activity in teaching reading to comprehend the text. In post teaching activity, the teacher ask the student to retell about the text and make summary about the text.²⁶

It means that in teaching reading the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the students will also be more directional in their learning are pre-reading, while-reading, and post-reading stages.



C. Concept of Genre Text

According to Christie and Mission in Emilia, text is an example of any language in any medium, which can be understood by someone who knows the language.²⁷ It means, text is an example of any language and any media for example such as television advertisements, novels, or films and so on, where readers can understand the language used by the author.

However, type English texts are divided into several types. Emilia classify the genre of the text into several types. They are:

²⁶ H. Douglas Brown, *Teaching by principle: An Introduction Approach to Language Pedagogy*. San Francisco: Longman, 1994, p.85 In Nadia Putri, “*Teaching Reading Comprehension By Using Combination of directed reading thinking activity (drta) and say something strategies for senior high school students* “, Program studi pendidikan Bahasa Inggris STKIP PGRI Sumatra Barat, 2013), p.3

²⁷Emi Emilia, *Pendekatan Berbasis Teks: Dalam Pengajaran Bahasa Inggris*, (Bandung: Kiblat Buku Utama, 2016), p.14

1. Spoof

Spoof is text to retell an event with a humorous twist.

2. Recount

Recount text is a text telling someone what you have done.

3. Report

Report is text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of unusual or amusing incident.

7. Narrative

Narrative is a text to entertain the reader.

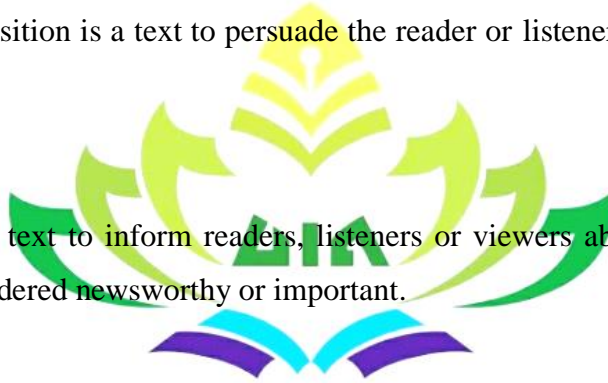
8. Procedure

Procedure is a text telling someone else how to do something

9. Description

Description text is a text to describe a particular person, place, or thing.

10. Hortatory Exposition



Hortatory exposition is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a fundamental process in the exchange of information and ideas.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews text is to critique an art work or event for public audience.²⁸

D. Concept of Recount Text

In English there are many types of text and each text has a different function and purpose such as narrative text, descriptive text, procedure text and recount text. But in this research the researcher focused on recount text.

1. Definition of Recount Text

One kind of texts that is learned by Junior High School Students is recount text. According to Siahaan, recount is a written out to make a report about experience of series of related event²⁹. It means that Recount is a piece of text that retells past events, usually in the order in which they happened. More over According to Hyland Recount is “tell what happened”³⁰. It means that Recount text is a kind of genre story, the use of recount text is to explain what has been experience by the author. Through the recount text the author tells of an incident that has occurred. According to Palmer, also mentioned the purpose of recount

²⁸ Emi Emilia, Pendekatan Berbasis Teks: *Dalam Pengajaran Bahasa Inggris*, , p.14

²⁹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.35

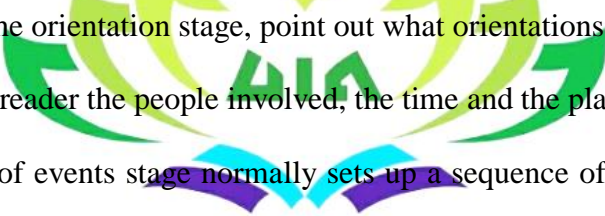
³⁰ Ken Hyland, *Teaching and Researching writing, Second edition*, (London: Longman, 2009), p.87

text is to retell event in time order ‘a true story’.³¹ It means that recount text is telling the reader about accident that had been right.

Based on thus explanation, it can be conclude that recount text is a text tells about something occurred in the past in order to give information into chronologically of what had happened.

2. Generic structure of recount text.

Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer. According to Knapp and Watkins the generic structures of recount consist of orientation, sequence of events and evaluation stage are:

- 
- a. Starting with the orientation stage, point out what orientations do in recounts they indicate to the reader the people involved, the time and the place.
 - b. The sequence of events stage normally sets up a sequence of events in time and circumstance.
 - c. The evaluation stage is optional, but it normally provides some interpretation by the writer of what has happened.³²

Another side, Palmer states that generic structure of recount as follows:

1. Orientation: Setting the scene – who, what, where, when ?
2. Sequential organism (Event) – What happened in time order

³¹ Sue Palmer, *How to Teach Writing Across the curriculum : Ages 6-8* (New York: Routledge, 2011), p.42

³² Uci Mulyani and Muh Al-Hafizh, “ *Teaching Junior High School Student to Write Recount Text Through Wikis Media* “*Journal of English Language Teching*, 1: 1 (Jakarta, Sep. 2012), p. 227

3. Closing statement (Re- orientation) – Bringing the writing to a satisfactory conclusion.³³

It can be concluded that generic structures of recount consist of schematic structures. Such as orientation, the sequence of events, and the evaluation. Every structure of recount text has a strong influence in building the storyline so that it can inform the readers about events in the past. Recount text has special language feature, those are, explains the events what happened in the past and tell the sequence of events that happened to inform the reader.

3. Language Features of Recount Text

Language feature also can be called as grammatical feature. It is the important part in recount text and language feature as a characteristic of recount text. There are some features of recount text are as follow:

- Introducing personal participant eg: I, my group
- Using chronological connection
e.g : then, first, after
- Using linking verb
e.g: was, were, saw, heard
- Using Action Verb
- Using simple past tense

E.g: S + was/were + O/C or S + V2 + O/C. I saw a movie. ³⁴

³³ Sue Palmer, *How to Teach Writing Across the curriculum*. p. 2

4. Types of Recount Text

According to Dereweinka, there are three types of recount texts, namely

- a. Personal recount is retelling an event that the writer was personally involved.

Eg: My Very Busy Day, My Vacation with My Beloved Persons

- b. Factual recount is concerned with recalling events accurately.

Eg: News, History

- c. Imaginative recount is to entertain the reader by recreating the events of an imaginary world as though they are real.

Eg: Cinderella, Malin Kundang, Beauty and the beast.³⁵

Concerning the description, it can be inferred that there are personal recount, factual recount, and imaginative recount types of recount text. In SMP Negeri 2 Pubian the teacher also taught students all types of recount text that is, personal recount, factual recount and imaginative recount text. But in this study, the researcher focused on the personal recount text. The reason why the researchers chose to focused research on personal recount because it is a text that explains about the personal experiences on the past hence that the content in this text is very interesting for junior high school students.

³⁴ M Arifin Rosyadi, *Learning Material Junior Highschool Grade VIII*, p.1

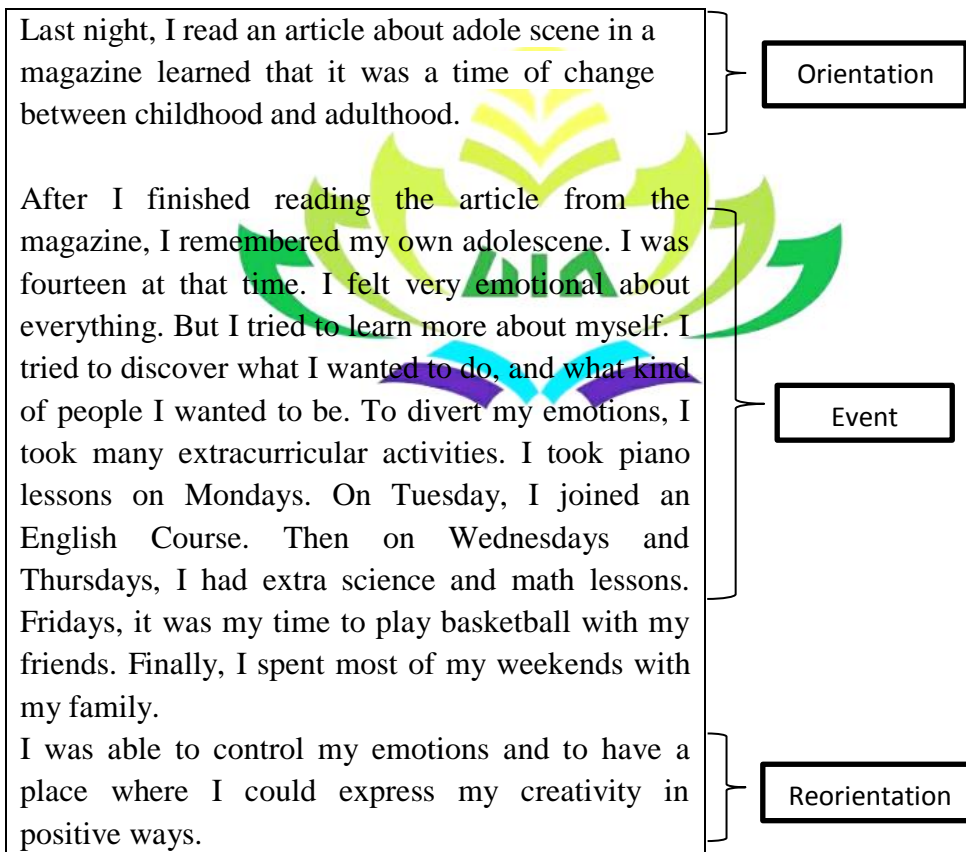
³⁵ Beverly Derewianka & Pauline Jones, *Teaching English in Context Second Edition* (New York: Oxford University press, 2015) p.12

5. Example of Recount Text

1.1 Personal Recount

Personal recount is these that the writers or speaker has experienced personally. It means that personal recount is a story that tells about activities whereas the writer or speaker involves or do by her or himself. This type use pronoun (I,we). Some example of personal recounts included family holiday and diary entry.

Example of personal recount

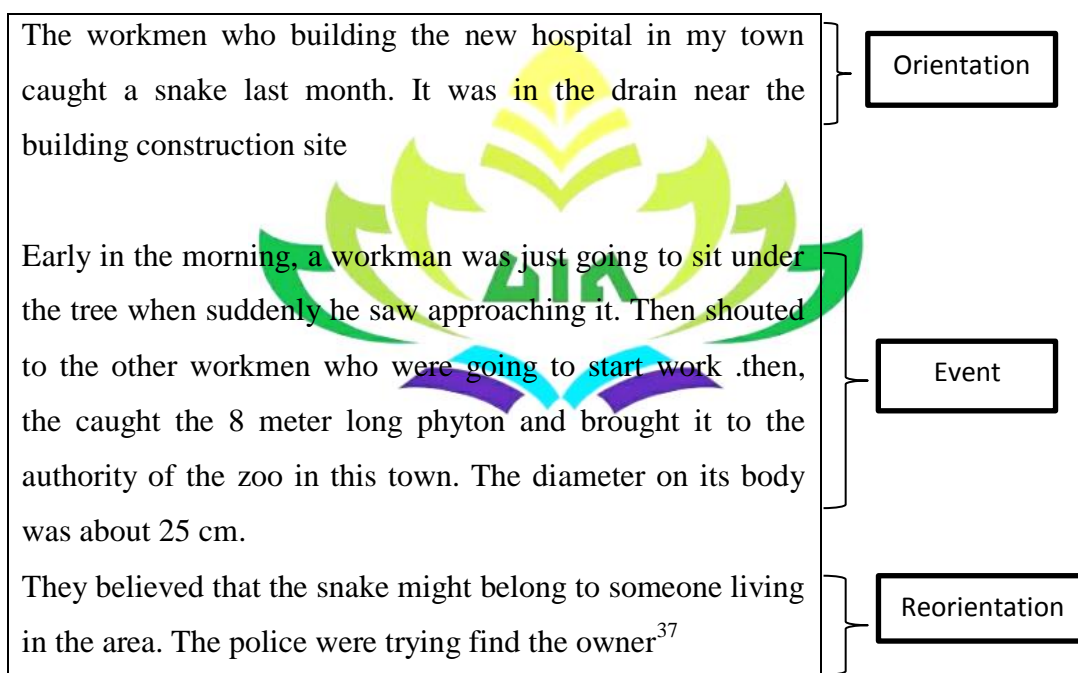


we can see that the first paragraph of recount text is orientation. Then second paragraph is Events, after that, the last paragraph is evaluation / reorientation³⁶

1.2 Factual recount

Factual recount records the detail of particular incident. A factual recount is concerned with recalling event accurately. This type uses the third person pronouns (he, she, it, and they) some example included accident report and historical recount

Example of factual recount



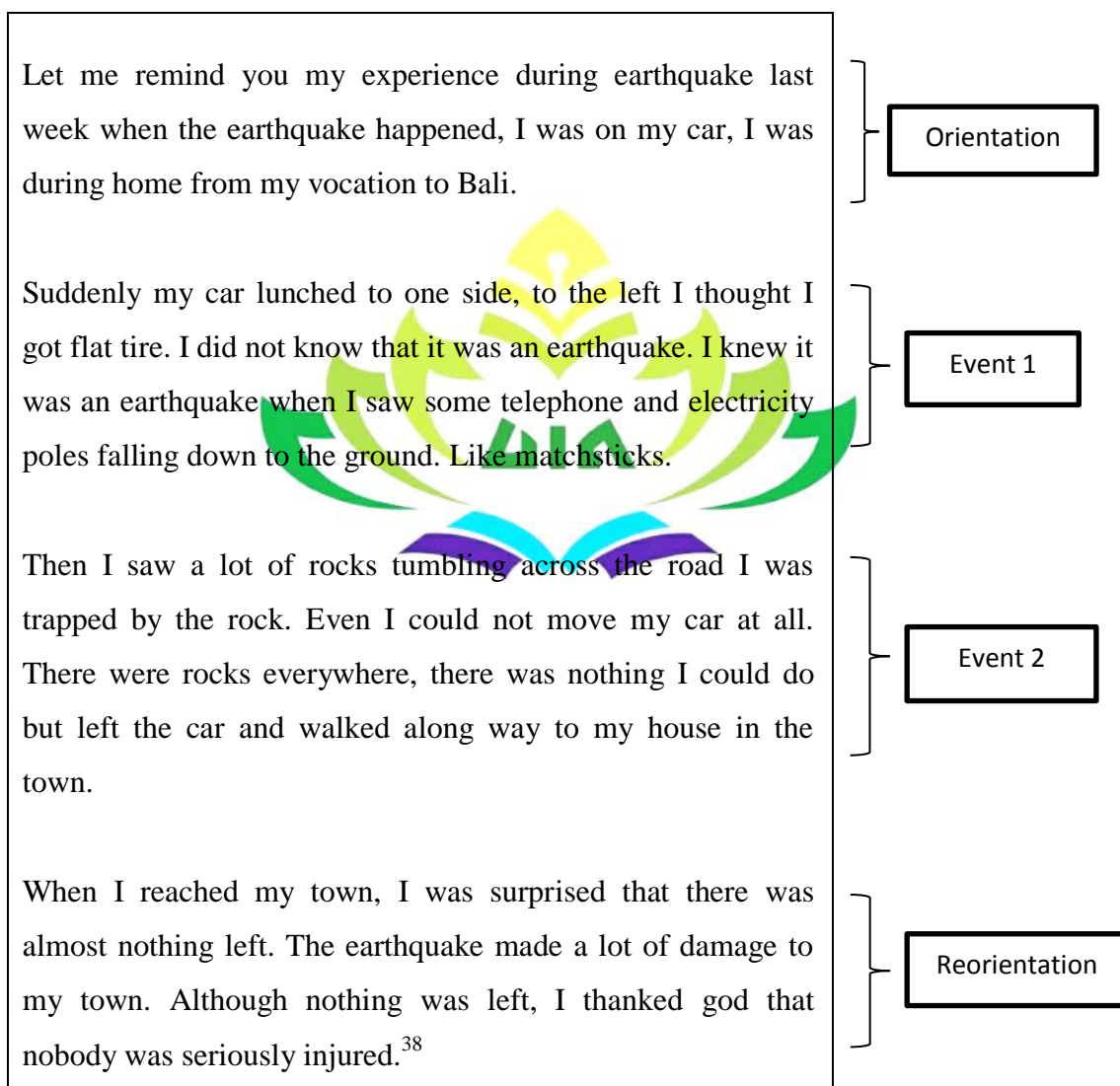
³⁶ Profesional Development Service for teacher, *Writing Genre – A Structural Approach* (2013), p. 9

³⁷ Utami widiati, *Contextual teaching and learning Bahasa Inggris Sekolah Menengah Pertama kelas VIII* (Jakarta: Pusat Perbukuan,2010),p.19

1.3 Imaginative Recount

Imaginative recount gives details of what might have happened in the past. It means that Imaginative recount describes an imaginary role and gives details of imaginary events.

Example of imaginative recount:



³⁸ Recount text available on <http://www.belajarbahasainggris.us/2012/01/contoh-text-recount-my-horrible.html>. Accessed on August 10th 2018.at 22.00 p.m.

E. Concept of Each One Teach One

1. Definition of Each One Teach One Strategy

According to Tyrer, each one teach one is strategy to improving writing and reading examination.³⁹ It means that Each One Teach One is kind of strategy that can be improving student's reading comprehension. According to Bowman, This Activity gives learners the opportunity to teach and coach each other, learners pair up and teach each other what they just learned , give each other feedback, practice a skill together, coach each other as they practice and provide mutual support by encouraging each other⁴⁰. Another side, each one teach one is alternative of transferring a large amount of factual information amongst pupils, pupils share a selected piece of information relevant to the topic with their peers.⁴¹ It means that the students do not only read the text but also move to share and collect information to other students to get new information. Thus, the student can get many ideas from text quickly.

Moreover, this strategy emphasize interaction between students. The students have the same role and function to share their knowledge with other students. According to Lim in Chresia's Journal, he explains each one teach one is a reading strategy that can get every student to engage in discussion with group or peers. It also stimulates the students before

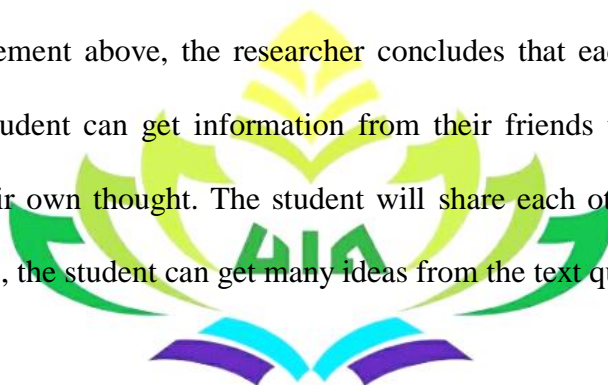
³⁹ Graham Tyrer and Patrick Tyrer, *The Literacy Leaders Teacher Toolkit : Raising Standards Across the curriculum 11-19*. (London: Bloombury Education, 2013), p.60.

⁴⁰Sharon L. Bowman. *The Ten Minute Trainer 150 Ways to Teach it Quick and Make it Stick!*(San Fransisco : Pfeiffer,2005),p. 121

⁴¹ Nothern Ireland Curriculum , *Active Learning and teaching Methods for Key Stage 3* (North Ireland: A PMB Publication, 2007), p.25

they share the idea in the classroom⁴². It means that each one teach one strategy allows the students engage in discussion with group or peer. It also stimulates the students before they share their idea in the classroom. In addition, through each one teach one strategy, the student can share their idea or opinion based on their background knowledge. Each one teach one can help student to be more active in reading because they to do social interaction with their teacher and their classmates, In their community, the student can get new information and also the students will deliver their information for other students in their community.

Based on those statement above, the researcher concludes that each one teach one is a strategy where the student can get information from their friends thought and share the information from their own thought. The student will share each other about information being discussed. Thus, the student can get many ideas from the text quickly.



⁴² Windi Chersia, Desmawati Rajab, Reflandi. *The effect of each one teach one and strategy and Motivation on students' Reading Comprehension of Narrative text*, Journal English Teaching Vol.1 No.1 2012 Available at : (<http://ejournal.unp.ac.id>). Accesed on August 9th, 2018

F. Advantages and Disadvantages of Each One Teach One Strategy

Each one teach one is a strategy which can make learning easier. However, there are some advantages and disadvantages of using each one teach one strategy, they were follows:

a. The advantages of using each one teach one

Each One Teach One strategy has advantages in teaching learning. The general advantages of Each One Teach One are to motivate students and to make student interacting with other students because students has to work together doing activities. Each One Teach One strategy helps to build positive relationship among students, give students the experiences they need for healthy social, psychological, cognitive development and students are expect get motivation and can interact with other students in teaching reading.

According to Uppal, the advantages Each One Teach One is not conventional classroom situation a time and venue condusive to both the teacher and learner can be decide.⁴³

Another side, Each One teach One respect the learner consider and all the teacher respect by working around his/her reading and writing about what the learner consider more important.⁴⁴ Parada states Each One Teach One has advantage to make students to be able to share each other what they already know about certain topic.⁴⁵ Moreover, Each One Teach One allows struggling students to gather new knowledge and information about a

⁴³Charru Uppal, *Each One Teach One Project*, (International Literacy Institut,2016.) Available on <http://www.literacyonline.org>

⁴⁴ Charru Uppal, *Each One Teach One Project*.

⁴⁵ Roberto H Parada , Brenda Dobia and Kos Kalos, , *Each One Teach One*, (Western Sydney University : Chain Reaction ,2016). P.27

content topic.⁴⁶ From those theories, the researcher includes that the advantages of Each One Teach One were:

- a. Helping the students interacting with other students because students has to work together doing activities.
- b. The student can find text quickly
- c. The student can find information and learn from other students
- d. Helping to active students prior knowledge
- e. Students' result in work together much more learning then occurs when students work alone, competitively, or individually.

b. The disadvantages of using each one teach one

Besides having many advantages, Each One Teach One Strategy also has its disadvantages, namely:

1. Each One Teach One needs more time for discussion
2. Division of the group in pairs and sharing between students making less conductive.⁴⁷

Based on the weaknesses those, the writer can conclude that to apply each one teach one strategy the teacher should give much attention to the student and the process of applying each one teach one strategy and the teacher should manage the time well and control the class well such as give time for preparation, and also establish a feeling community and teach students to work cooperatively and give them regular opportunities to learn in structure activities to solve those disadvantages it makes the class more active and the student more enthusiasm.

⁴⁶ Roberto H Parada , Brenda Dobia and Kos Kalos, , *Each One Teach One*.27

⁴⁷ Roberto H Parada , Brenda Dobia and Kos Kalos,, *Each One Teach One*. p.36

G. Procedure of Using Each One Teach One Strategy

1. A slip of paper with a particular fact or statistic is distributed to every pupil, ideally there should be a different for every pupil
2. Pupil read their statement to ensure that they understand its meaning
3. Pupil move around and share their statement with other people. They should aim explain their fact or figure with as many those of other pupils
4. Pupils could be encouraged to extend their explanation, if relevant or by linking statement with those of other pupils
5. After adequate time for communicating their fact, pupils might work in smaller groups to classify the information they have acquired during the process of the activity.
6. In a subsequent debrief pupils could explain and justify their classification class system
7. They could also be asked to share their reaction upon hearing various fact. what surprised them? What shocked them? did any particular statement make them sad or happy?
8. Pupils might also be asked to think about their learning.
9. Main finding for all debriefing activities might be written.⁴⁸

Based on the explanation about procedure of each one teach one strategy, the writer concluded that using this strategy will influence all learners to work in groups. Basically, Each one teach one strategy will make all learners to be able to understand reading activity equally and have the opportunity to ask others learner whenever the teacher is not around.

⁴⁸ Northern Ireland Curriculum, *Active Learning and teaching Methods for Key Stage 3*. p.25

H. Concept of Guided Reading Strategy

a. Definition of Guided Reading Strategy

Guided Reading is a teaching strategy can assist with developing students comprehension. They help students navigate reading material, especially difficult chapters or nonfiction reading. Students respond to a teacher created written guided of prompts as they read an assigned text. Guided Reading Help students to comprehend the main points of the reading and understand the organizational structure of a text.⁴⁹ According to Fountas and Pinnel, Guided Reading is well underway, and the reality is that continuous professional learning is needed to ensure that this instructional approach is powerful.⁵⁰ It means that guided reading desperately needs the teacher role as a motivator for student to read and control the students skill in reading important for student to continue to learn some vital lessons, in this case reading broaden students and increase student knowledge.

b. Advantages and Disadvantages Guided Reading Strategy

2.1 Advantages of Guided Reading strategy

- a. Guided Reading helps students to comprehend the text
- b. It helps guided students through what they are about to read, and helps students monitor their comprehension while reading

Based on the explanation, Guided Reading makes the student easier to comprehend and helps the students monitor their comprehension while reading.

⁴⁹ Iskandar syahputra, *Guided Reading Strategy to Improve student's ability to Improve Reading Comprehension*, English Education Journal, Vol. 7 No. 2, 2016 Available at: (www.jurnal.unsyiah.ac.id) Accessed on December 2nd 2018.

⁵⁰ Irene Fountas and Gay Su Pinnell, *Guided Reading: Romance and Reality*. The Reading Teacher Vol.66 Issue 4 Dec 2012/Jan 2013, p.268

2.2 The disadvantages of Guided Reading Strategy

- a. Time constrain can also have detrimental on guided reading
- b. The student will feel bored when student have to do the work by themselves.

Based on the explanation, the researcher concludes that the solve disadvantages, teacher should allocate sufficient time to ensure that all student have sufficient individual attention during the session. Another thing can be done by the teacher is making the convenient teaching learning process.

c. Procedure of Guided Reading Strategy

1. The teacher select a text that will be just right to support new learning
2. The teacher introduces the text to scaffold the reading but leaves some problem
3. Student read the entire text softly or silently
4. The teacher invites students to discuss the text, guiding the discussion and lifting the student comprehension
5. The teacher makes explicit teaching point and grounded in the text.
6. The Teacher provided explicit teaching to help students become flexible and efficient in solving words.⁵¹

I. Frame of Thinking

Reading is a process of getting information from the text. It is not easy to understand the text, we need the background knowledge and logical thinking to understand it. By reading, we can get a lot of information, knowledge, and enjoyment. In teaching reading, the teacher should use the appropriate strategy to make the students more interest and understand about

⁵¹ Iskandar syahputra, *Op.Cit*, p. 5

the text. One of appropriate strategy that can be used in teaching reading is Each One Teach One strategy. This strategy can make the student more active in the class, the students gather the information from the text not only their knowledge from the text but also from the other students. By gathering student knowledge that have been gained from the text and asking the student's experience, the student will understand the text easier, the teacher also will teach easier because the activity will make the students busy and interested. Thus, the students are not only read the text to get the information, but also they are share to get the information. Based on the statement above, the researcher conclude that Each One Teach One strategy will be effective in teaching reading and give influence understands' reading comprehension.



J. Hypothesis

Based on the formulation of the problem the researcher would like to propose the following hypotheses:

H_a : There is a significant of using Each One Teach One towards students' reading comprehension in recount text at the First Semester of the eighth grade at SMP Negeri 2 Pubian in the academic year of 2019/2020.

H_o : There is no significant influence of using Each One Teach One towards students' reading comprehension in recount at the First Semester of the eighth grade at SMP Negeri 2 Pubian in the academic year of 2019/2020.

H_a : There is a significant of using Each One Teach One towards students' reading comprehension in recount text at the First Semester of the eighth grade at SMP Negeri 2 Pubian in the academic year of 2019/2020.

H_o : There is no significant influence of using Each One Teach One towards students' reading comprehension in recount at the First Semester of the eighth grade at SMP Negeri 2 Pubian in the academic year of 2019/2020.



CHAPTER III

RESEARCH METHODOLOGY

. Research Design

This research is quantitative base on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.⁵² It means that experimental design is general plan of research design that is use to reach the valid conclusion about the effect of the variable in this research. The researcher used the experimental design because the purpose to investigate the influence of using Each One Teach One strategy towards Students' reading comprehension.

This research used quasi experimental research design. Creswell states that quasi experimental design is a research design that includes assignment of participant to groups. This is because the experimenter cannot artificially create groups for the experiment.⁵³ It means that in quasi experimental design the researcher could not take few groups as a sample because it can disturb in learning process. In this research, two classes selected, the first class as a control class and the second class as an experimental class. The researcher used pre-test and post-test group design.⁵⁴ According to Creswell, the research design of the research is illustration as follows in

⁵² Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education* (8th Edition), (Belmont: Wadsworth Cengage Learning, 2010), p. 301

⁵³ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309

⁵⁴ *Ibid.* p.310

Table 1 :

Pre and Post-test Design

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

Based on the table, the researcher used two classes as the sample of this research consisting of experimental class and control class. The control class is a class that gave treatment by using Each One Teach One Strategy and the experimental class is a class that gave treatment by using Each One Teach One Strategy. In this research, the students were given pre-test to know their reading comprehension on recount text before the treatment by using Each One Teach One Strategy and post-test after the treatment by using Each One Teach Strategy in experimental class and by Guided Reading Strategy in control class. The pre-test and post-test conducted for the control class and the experimental class.

. Variable of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organizations studied.⁵⁵ There were two variables in this research, namely independent variable and dependent variable. An independent variable is presumed to effect (at least partly cause) or somehow influence at least one other variable. The dependent variable

⁵⁵ *Ibid.* p.112

“depends on” what the independent variable does to it, how to affects it.⁵⁶ Variables of research were:

1. The independent variable used Each One Teach One as Strategy (X). The independent variable was variable selected by the researcher to determine their effect on the relationship with the dependent variable.
2. The dependent variable was the students’ reading comprehension in recount text (Y). The dependent variable was observed to determine what effect, if any the other types of variables may have on it.

Operational Definition of Variable

The operational of variable in this research were:

1. Independent Variable (X)

Each One Teach One is a strategy for reading comprehension where the students can get information from their friends thought and share information from their own thoughts. The students can be share each about a topic being discussed. Thus the students got many ideas from text quickly.

2. Dependent Variable (Y)

Students’ reading comprehension in recount text is the students’ ability to get meaning of the text in the form of past event whose purpose is to inform or to entertain the reader by giving a description of what happened and when it happened and comprehend the text in order that the student are able to answer the question and have good understanding of main idea, inferences, grammatical features, detail, excluding

⁵⁶ Jack R Fraenkel, Norman E. Wallen and Helen H. Hyun, *How to Design and Evaluate Research in Education*, (New York: McGraw Hill, 2012), p.80


facts, not written, supporting ideas and vocabulary in context.

Population, Sample, and Sampling Technique

1. Population

Population is region of object or subject that have characteristic and quality which specified by the writer to study and the concluded. So, population not only people but also object and thing. According to Fraenkel, the term population, as used in research, refers to all members of particular group. It is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of a study.⁵⁷ The population in this research was all of the students at the first semester of the eighth grade in SMP Negeri 2 Pubian in the academic year of 2019/2020. The population can be seen in the table 2:

The Students' Number of the Eighth Grade of SMP Negeri 2 Pubian in the Academic Year of 2019/2020



No	Class	Gender		Number of Students
		Male	Female	
1	VIII 1	24	8	32
2	VIII 2	17	15	32
3	VIII 3	12	20	32
4	VIII 4	16	16	32
5	VIII 5	13	16	29
Total		82	75	157

Source: SMP Negeri 2 Pubian in the academic year of 2019/2020

2. Sample

⁵⁷ *Ibid*, p. 92

Sample is a part of population. According to Fraenkel, a sample is any part of a population of individual on whom information is obtained.⁵⁸ Here, the researcher took the students in two classes from 5 classes available as the sample of the research, one class as the experimental class and the other class as the control class.

3. Sampling Technique

In this research the researcher used cluster random sampling technique. Fraenkel and Wallen said that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁵⁹ The researcher conducted the research at the eighth grade consists of two classes. The steps in determining the experimental class and control class as follows:

1. The researcher write the name of the class in a small piece of paper
2. Then the paper roll and put into a box. Then, the box was shaken
3. Then the researcher takes two pieces of the rolled paper randomly.
4. Then the first paper as the experimental class and the second paper as the control class.

4. Data Collecting Technique

In collecting the data, the researcher used reading test, the test was multiple choice for post-test with 4 options (a, b, c, and d). The researcher used this type was easier to know the students' reading comprehension.

In collecting the data, the researcher used some technique as follows:

1. Pretest

⁵⁸ *Ibid*, p. 91

⁵⁹ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in education*, 7th Edition, (New York: McGraw Hall, 2009) p.95.

The pretest gave before the treatment. It was done by reading comprehension the recount text based on the provided topics. The researcher gave pretest to the students in control class and the experimental class to measure their reading comprehension in recount text before treatment. In pretest the students asked to answer reading comprehension test in form multiple choice questions about recount text based on the provided topics that consist of the result of the try out is gained with four alternative options

2. Post-test

The researcher gave post-test to measure students' reading comprehension in recount text after they are gives the treatments. The researcher gave post-test to the students in the experimental class and control class to measure that reading comprehension of recount text after treatment were given. The experimental class can be taught by using each one teach one while control class can be taught by using guided reading strategy. In collecting the data in the test, the researcher used multiple choices.

Instrument of the Research

According to Creswell, An instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that you establish or develop in advance of the study.⁶⁰ In this research, the test in form of multiple choice test. The researcher prepares the instrument in the form of multiple choice questions. The specification pretest and posttest can be seen in Table 3 and Table 4.

⁶⁰ Jhon W. Creswell, *Op.Cit*, p. 14

Test Blueprint of Reading Ability for pre-test After Validity

No	Aspect	Indicator	Item Number		Total
			Odd	Even	
1	Main Idea (topic)	Students determine the main idea of the passage.	25	12	2
2	Expression /Idiom/phrase in context	Student can find expression, idiom, phrase in context in the passage	3,13	6,10	4
3	Inference (implied detail)	Students can find what is inference in the passage.	1, 11	–	2
4	Grammatical feature	Students can match between the pronoun and what or who it stands for.	15	22	2
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	9, 19	14,16,18	5
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	–	2,4	2
7	Supporting idea	Students can find supporting idea to support the main idea.	17,21	8,24	4
8	Vocabulary content	Students can guess the meaning of difficult vocabulary from the content provided.	5, 7,23	20	4
Total					25

Based on the table, the main idea consists of 2 numbers. They were number 12 and 25. The expression consists of 4 numbers. They were number 33, 6, 10 and 13 . The inference consists of 2 numbers. They were number 1, 11. The grammatical feature consists of 2 numbers. They were number 12 and 22. The detail consists of 5 numbers. They were number 9, 14, 16, 18 and 19. The excluding fact not written consists of 2

numbers. They were number 2 and 4. The supporting idea consists of 4 numbers. They were number 8, 17, 21 and 24. The vocabulary context consists of 4 numbers. They were number 5, 7, 20 and 23. So the total number was 25.

Test Blueprint of Reading Ability for post-test After Validity

No	Aspect	Indicator	Item Number		Total
			Odd	Even	
1	Main Idea (topic)	Students determine the main idea of the passage.	9, 15	24	3
2	Expression /Idiom/phrase in context	Student can find expression, idiom, phrase in context in the passage	1	8, 16, 20	4
3	Inference (implied detail)	Students can find what is inference in the passage.	3, 7, 11, 21, 25	18	6
4	Grammatical feature	Students can match between the pronoun and what or who it stands for.	13	4	2
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	5	–	1
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	17, 19	2, 12	4
7	Supporting idea	Students can find supporting idea to support the main idea.	–	6, 14, 22	3
8	Vocabulary content	Students can guess the meaning of difficult vocabulary from the content provided.	23	10	2
Total					25

Based on the table, the main idea consists of 3 numbers. They were number 9, 14 and

24. The expression consists of 4 numbers. They were number 1, 8, 16 and 20 . The inference consists of 6 numbers. They were number 3, 7, 11, 18, 21 and 25 . The grammatical feature consists of 2 numbers. They were number 4 and 13. The detail consists of 1 numbers. They were number 5. The excluding fact not written consists of 4 numbers. They were number 2, 12, 17 and 19. The supporting idea consists of 3 numbers. They were number 6, 14 and 22. The vocabulary context consists of 2 numbers. They were number 10 and 23. So the total number was 25.

3. Research Procedure

There were three steps that done in the research procedure. The procedures as follows:

1. Planning

Before the researcher applies the research procedure, the researcher made some planning to run well, there were some steps that plan by the researcher. The procedure of this research could be seen as follows:

a. Determining the subject

The researcher determines the subject. In this case the researcher choose the eighth grade of SMP Negeri 2 Pubian as the subject of the research, one class as the experimental class and the other one as the control class.

b. Preparing the try-out

The researcher prepares a kind of test (called try-out test) that test gave to the students. The total number of test was 50 items. The try out administered in 60 minutes. The researcher evaluated the test items to get the good items for pre-test and post-test.

c. Preparing the pre-test

The researcher prepares a kind of test (called pre-test) that gave to the students at the control class and the experimental class. This test gave by researcher before the students got treatment. The researcher used the instrument which had already been tried out before.

d. Determining the material to be taught

After giving pre-test to students, the researcher determines the material would be taught to the student that is reading comprehension in recount text.

e. Preparing the post-test

The researcher prepares a kind of test (call post-test) that gave to the students. By giving the post-test, the researcher would to know what the students comprehend their reading text or not.

2. Application

After making the planning, the researcher tried to apply the research procedure that already planned. There were some steps in doing this research:

1. In the first step, the researcher gave try-out

This test was multiple choices that consist of 50 items with 4 options a, b, c, and d.

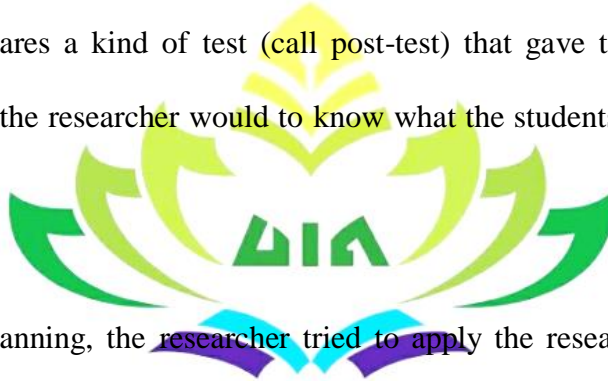
This test gave to the students which did not become the sample of the research.

2. In the second step, the researcher gave pre-test.

The researcher gave pre-test to the control class and experimental class. The test was multiple choice, it took from the result of try-out test. It means that only the valid and reliable test item used in the pre-test.

3. In the third step, the researcher gave treatment

After giving the pre-test to the students, the researcher conducted a treatment in the



control class and the experimental class. In the control class the researcher conduct a treatment with teacher's strategy, guided reading strategy of SMP Negeri 2 Pubian. While in the experimental class, the researcher conducted the treatment with Each One Teach One. The researcher would be taught in three meeting use Each One Teach One and three meeting use Guided Reading Strategy.

4. In last step, the researcher gave post-test.

This test was multiple choice test, the total number of test were 25 items. It means that only the valid and reliable test items that used.

I. Reporting

The last step that should be done in the research procedure is reporting. There were as follows:

1. Analyzing the data received from try-out
2. Analyzing the data received from pre-test and post-test
3. Making a report based on the findings.

I. Scoring System

Before getting the score, the researcher determined the procedure can be used in scoring the student's score. In order to do that, the researcher used Arikunto's formula.⁶¹ The ideal highest score is 100. The score of pre-test would be calculated by using the following formula:

$$S = \frac{r}{n} = 100$$

⁶¹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara 2013), p. 272.

Notes:

S = The score of the test

r = The total items of the right answer

n = The total items

I. Tryout

Try out test gave in try out class to evaluate the test items to know the test valid or not before use to pre-test and post-test items.

1. Validity of Test

To know whether the test was good or not to students, some criteria should be considered. The criteria of a good test are validity (content validity, construct validity and items validity) and reliability. Validity is defined as the extent to which score on a test enable one to make meaningful and appropriate interpretations.⁶² In other words, a test is valid if the test can really test what needs to be test correctly. The researcher analyzed the test from content and construct validity to measure whether the test was validity or not.

a. Content Validity

Content validity was the extent to which the question on the instrument and the scores from the questions are representative of all the possible questions that could be asked about the content or skills.⁶³ The test make based on criteria which is mentioned in the syllabus of eighth grade in junior high school and It is mentioned

⁶² Donald Ary, et.al., *Op.Cit*, p.225

¹³ John W. Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p.618.

in the syllabus in number SK KI.1, KI.2, KI.3, KI 4 and KD 3.11, 3.14. (See Appendix 6)

b. Construct Validity

Construct validity was a determination of the significant, meaning, purpose, and use of scores from an instrument.⁶⁴ So, construct validity refers to the suitability or not the content of the test towards the mastery or the ability that would be tested. In this research the researcher administers test about Recount text, there were some criteria are commonly used in measuring student's reading comprehension. Such as main idea, expression, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary context.

The researcher gave expert validation to the English Teacher in SMP Negeri 2 Pubian Mrs Karni Hanani, S.Pd at Sunday 22nd July 2019 from validation all of items of the test instrument. After the researcher consulted test instrument to the teacher, she said that: the test instrument the material, and topic were standard competition and indicator in syllabus of Eighth grade in junior High school. The instruction can be understood by the students and it appropriate with the aspect in reading test and time allocation was enough it also appropriate with the aspect in reading test and time allocation was enough.

Based on table specification try out for pretest The test items Number 2, 11, 20, 41, 49 in the table specification try out for pretest was suitable to main idea. Number 5, 10, 17, 22, 36 in the table specification try out for pretest was suitable to expression/ idiom/Phrase in context. Number 1, 9, 19, 21, 38 in table specification try out for

¹⁴ *Ibid.* p.618.

pretest was suitable to inference (implied detail). Number 4, 15, 27, 29, 43, 44 in the table specification try out for pretest was suitable to grammatical features(reference). Number 15, 26, 28, 30, 35, 37, 48 in the table specification try out for pretest was suitable to Detail (scanning for a specifically stated detail). Number 3, 7, 24, 39, 45 in the table specification try out for pretest was suitable to excluding fact not written. Number 13, 14, 23, 33, 34, 42, 47 in the table specification try out for pretest was suitable for supporting idea. Number 6, 8, 12, 18, 31, 40, 46, 50 in the table specification tryout for pretest was suitable to vocabulary in context.

Based on table specification try out for posttest. Number 15, 26, 30, 41 in the table specification try out for posttest was suitable to main idea. Number 3, 14, 27, 32, 44, 49 in the table specification try out for posttest was suitable to Expressions/ idiom / Phrase in context. Number 1, 6, 14, 18, 29, 35, 38, 42 in the table specification tryout for posttest was suitable to inference (implied detail). Number 8, 21, 33, 36, 45, 50 in the table specification try out for posttest was suitable to grammatical features (reference). Number 2, 7, 9, 10, 16, 34, 48 in the table specification try out for posttest was suitable to Detail(Scanning for a specifically stated details). Number 14, 12, 20, 25, 31, 46, 47 in the table specification try out for posttest was suitable to Excluding fact not written. Number 11, 23, 37, 40, 43 in the table specification tryout for posttest was suitable to supporting idea. Number 5, 17, 19, 22, 24, 39 in the table specification tryout for posttest was suitable to vocabulary in context. (See Appendix 10)

c. Item Validity

The researcher gave some questions to know valid or not the questions that was given to the students. The item validity used to measure the validity of the test items. The researcher gave the try-out of the test to student from different sample. In this research, the researcher used statistical computation by using Product Moment for validity. The test of validity was employed by Product Moment.

Criteria for validity item test H_a is accepted if $Sig. (two-tailed) > \alpha = 0.03$ ⁶⁵

The result of the items tryout for pretest and posttest there were 25 items. Considered valid there were number for pretest : 1, 3, 5, 7, 8, 10, 12, 14, 16, 17, 19, 20, 22, 25, 27, 30, 32, 35, 37, 40, 42, 44, 46, 47, 49.. In the post test items, there were number : 3, 4, 6, 8, 9, 11, 13, 14, 15, 17, 18, 20, 21, 23, 26, 27, 28, 29, 31, 32, 35, 37, 39, 41, 42

2. Reliability of the Test

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring.⁶⁶ A good test must have high validity this can be done by examining the students' vocabulary test to know the reliability of the test. The next step is to compute the reliability of the test.

According to Frenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of item to another.⁶⁷ Reliability refers to the consistency of the test. The researcher used statistical computation by using SPSS

⁶⁵ Sugiyono, *Metode Penelitian Kuantitatif, kualitatif dan R&D*, (Bandung: Alfabeta, 2017). p.126

⁶⁶ Donal Ary, *Op.Cit.*, p.236

⁶⁷ Jack R Frankel and Norman E. Wallen, *Op.Cit.*, p. 154

(*Statistical Package for Social Science*) to reliability of the test. The test of reliability was employed by Cronbach Alpha.

Furthermore, to know the degree or the level of the reliability of reading test the researcher also used the criteria of reliability as follows:

0.800 – 1.000 = very high

0.600 – 0.799 = high

0.400 – 0.599 = medium

0.200 – 0.399 = low

0.0 – 0.199 = very low⁶⁸

From the criteria of reliability before, it can be concluded that the result for pretest had high reliability since it amounted to 0.758 and the result of posttest had very high reliability since it amounted to 0.801 it means that reliability of the pretest and posttest had high reliability so the instrument for the test can be used for pretest and posttest.

J. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

1. Fulfillment of the assumption

After collecting the data, the researcher was going to analyze the data by used

⁶⁸ Sugiyono, *Op.Cit.* p.187

independent sample t-test. There were two assumptions that must be done before analyze the data by using independent sample t-test. The tests consist of:

a. Normality Test

The Normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of normality was employed by Shapiro-Wilk. While the criteria of acceptance or rejection of normality test were as follows:

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test were formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

b. Homogeneity Test

After the researcher got the data which has normality distribution, the researcher did the homogeneity test in order to know whether the data was homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test as follow:

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

2. Hypothetical test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used independent sample t-test. In this case, the researcher used statistical computation by using *SPSS* (Statistical *Package* for Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are:

H_0 : There is no significant influence of using Each One Teach One towards students' reading comprehension in recount text at the eighth grade of SMPN 2 Pubian in the Academic Year of 2019/2020.

H_a : There is significant influence of using Each One Teach One towards students' reading comprehension in recount text at the eighth grade of SMPN 2 Pubian in the Academic Year of 2019/2020.

While the criteria acceptance or rejection of hypothesis test are:

H_a is accepted if $\text{sig} \leq \alpha = 0.05$

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

This research was aimed to know whether there is significant influence of using each one teach one towards students' reading comprehension on recount text at the eighth grade of SMP Negeri 2 Pubian in the academic year 2019/2020. The total number of the sample was 64 students, two classes were chosen as control class and experimental class.

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test was held on July 25th and post-test on August 8th 2019. In pre-test, the researcher gave the task for the students before treatment and in the post-test; the researcher gave the task for students to answer the questions after treatment.

After doing the research, the researcher got the result of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class.

1. Result of Pre-test in Experimental Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test was administrated on July 25th, 2019. The scores of students' recount text tested in pre-test in the experimental class could be seen in Figure1.

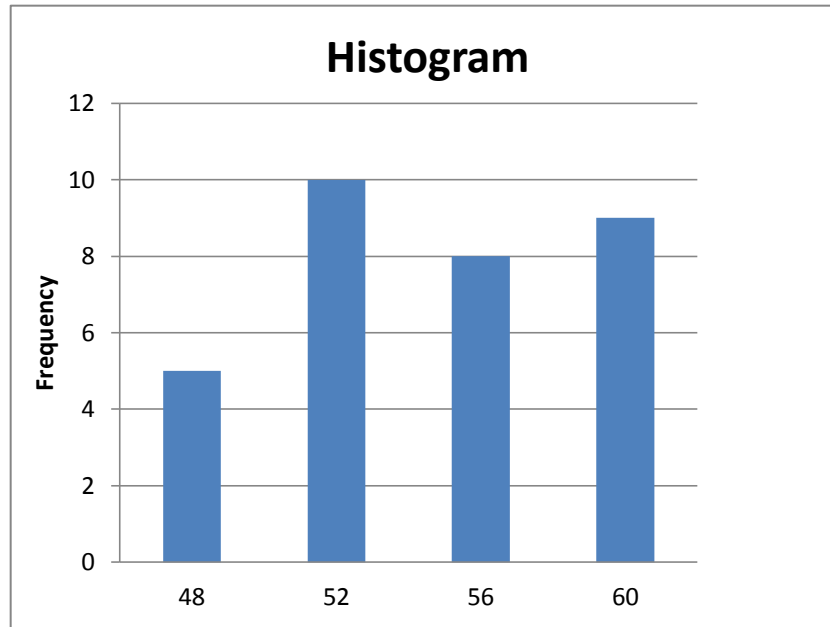


Figure 1
Graphs of the Result of Pre-Test in Experimental Class

Based on Figure 1, it could be seen that from 32 students, only five students got score 48, there were ten students got score 52, there were eight students got 56, there were nine students got score 60. For the statistics of result of pre-test in experimental class (8.3), it can be seen on Table 5:

The Result of the Pre-test in Experimental Class

N	32
Mean	54.63
Median	56
Mode	52
Std Deviation	4.26
Variance	18.17
Minimum	48
Maximum	60

Based on Table 5, it could be seen that N of pre-test in experimental class was 32 students, mean of was 54.63, median was 56, mode was 52, standard deviation was 4.26, variance was 18.17, minimum was 48, maximum was 60. It showed students' reading ability before they got the treatments.

2. Result of Pre-test in Control Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test administrated on July 26th, 2019. The scores of students' reading tested in pre-test in the control class could be seen in Figure 2.

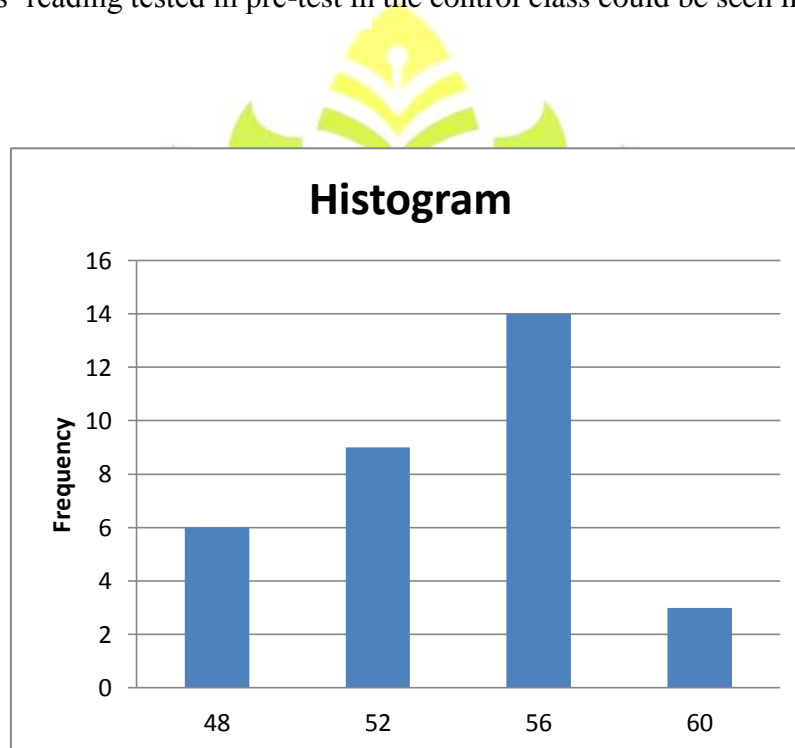


Figure 2

Graphs of the Result of Pre-Test in Control Class

Based on Figure 2, it could be seen that from 32 students, only six students got score 48, there were nine students got score 52, there were fourteen students got 56, there were three students got score 60. For the statistics of result of pre-test in control class (8.4), it can be seen on Table 6:

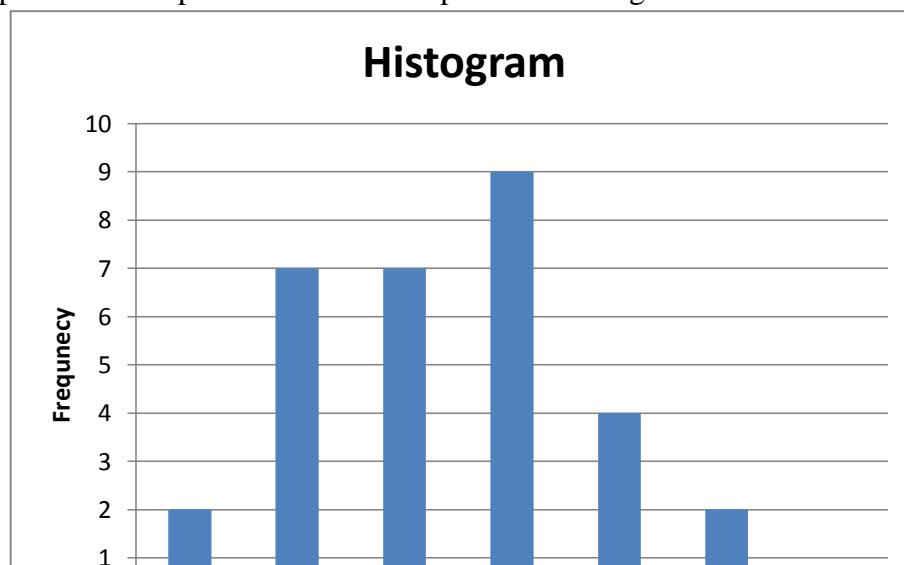
The Result of the Pre-test in Control Class

N	32
Mean	53.75
Median	56
Mode	56
Std Deviation	3.65
Variance	13.35
Minimum	48
Maximum	60

Based on Table 6, it could be seen that N of pre-test in control class was 32 students, mean of was 53.75, median was 56, mode was 56, standard deviation was 3.65, variance was 13.35, minimum was 48, maximum was 60.

3. Result of Post-test in Experimental Class

The researcher also gave post-test in experimental class to know students' recount text after the treatment. It was administrated on August 8th, 2019. The scores of post-test in experimental class are presented in Figure 3.



Graphs of the Result of Post-Test in Experimental Class

Based on Figure 3, it could be seen that from 32 students, only one students got score 68, only seven students got score 72, there were eight students got 76, there were four students got score 80, there were six students got score 84, there were five students got score 88, only one students got score 92. For the statistics of result of post-test in experimental class (8.3), it can be seen on Table 7:

The Result of the Post-test in Experimental Class

N	32
Mean	79.25
Median	78
Mode	76
Std Deviation	6.38
Variance	40.71
Minimum	68
Maximum	92

Based on Table 7, it could be seen that N of post-test in experimental class was 32 students, mean of was 79.25, median was 78, mode was 76, standard deviation was 6.38, variance was 40.71, minimum was 68, maximum was 92. It showed students' reading ability after they got the treatments

4. Result of Post-test in Control Class

The researcher also gave post-test in control class to know students' recount text after the treatment. It was administrated on August 9th, 2018. The scores of post-test in control class are presented in Figure 4.

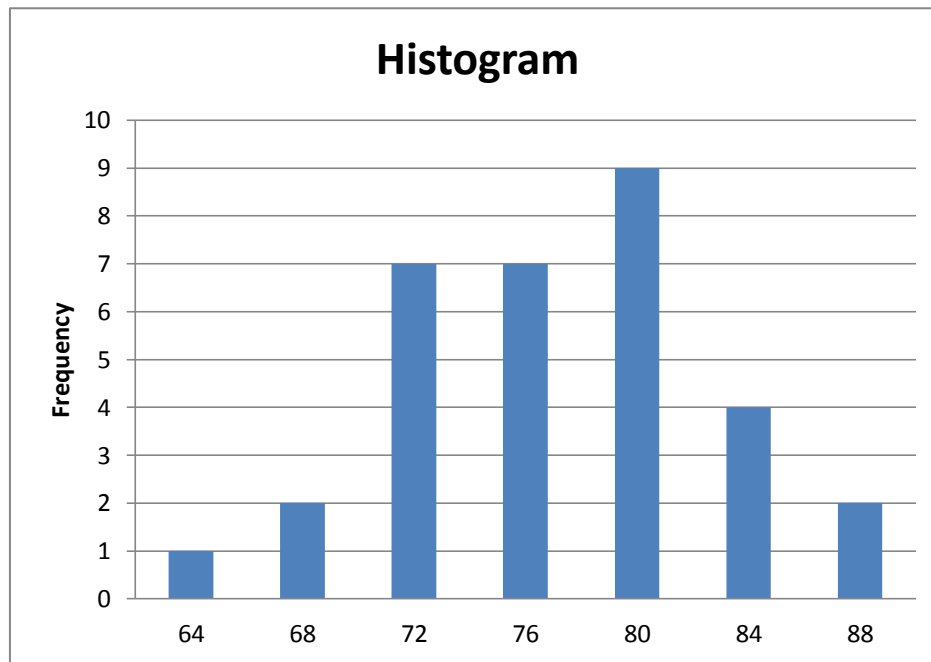


Figure 4
Graphs of the Result of Post-Test in Control Class

Based on Figure 4, it could be seen that from 32 students, there were one students got score 64, there were two students got score 68, there were seven students got score 72, there were seven students got score 76, there were nine students got score 80, there were four students got score 84, there were two students got score 88. For the statistics of result of post-test in control class (8.4), it can be seen on Table 8:

The Result of the Post-test in Control Class

N	32
Mean	77.13
Median	76
Mode	80
Std Deviation	5.76

Variance	33.27
Minimum	64
Maximum	88

Based on Table 8, it could be seen that N of post-test in control class was 33 students, mean of was 77.13, median was 76, mode was 80, standard deviation was 5.76, variance was 33.27, minimum was 64, maximum was 88.

B. The Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that were done, before the researcher analyzed the data by using t-test.

1. Fulfillment of The Assumptions

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were the normality test and the homogeneity test

a. The Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research, the researcher tested normality after got score of the students in reading comprehension pretest and posttest of Recount text using SPSS (*Statistical Package for Social Science*). The test of normality test employed is Shapiro-wilk^a, because the total number of sample in this research is more than 50.

The normality test was used to measure whether the data in the experimental class and control class are normally distributed or not.

The hypothesis formulas are:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypothesis for normality test were:

H_0 is accepted if $\text{Sig. (P-Value)} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig. (P-Value)} < \alpha = 0.05$

Table 9
The Result of Normality Test of Experimental and Control Class

Class	Shapiro – Wilk		
	Statistic	Df	Sig
Experiment	.946	32	.108
Control	.939	32	.071

Based on the result of normality test, it can be seen that Sig. (P-Value) for experimental class was 0.108 and Sig. (P-Value) for control class was 0.071 and $\alpha = 0.05$. It means that $\text{Sig. (P-Value)} \geq \alpha$ and H_0 is accepted. The conclusion is that data in experimental and control class had normal distribution.

b. The Result of Homogeneity Test

The researcher tested homogeneity test after he got the score of students' reading comprehension in experimental class and control class (pre-test and post-test of students' reading comprehension by using *SPSS*).

1.) The hypothesis are:

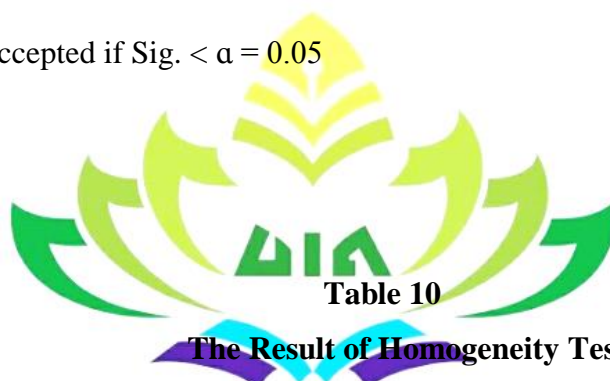
H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

2.) The criteria of the test are follows:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$



Levene Statistic	df1	df2	Sig.
1.800	1	62	.185

Based on the result in the test of homogeneity of variance in the table 9, it can be seen that Sig. (P-Value) was $0.185 \geq \alpha = 0.05$. It means that H_0 was accepted because $\text{Sig. (P-Value)} \geq \alpha$ was 0.05. It means that the variance of the data were homogeneous.

2. The Result of Hypothetical Test

After the researcher knew that the data was normal and homogeneous, the data analyzed by using independent t-test in order to know the significant of the

treatment effect. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis formulas are:

Ha : There is significant influence of using each one teach one towards students' reading comprehension on recount text at the eighth grade of SMP Negeri 2 Pubian in the academic year 2019/2020.

Ho : There is no significant influence of using each one teach one towards students' reading comprehension on recount text at the eighth grade of SMP Negeri 2 Pubian in the academic year 2019/2020.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H₀ is accepted if $\text{Sig. (P-Value)} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig. (P-Value)} < \alpha = 0.05$

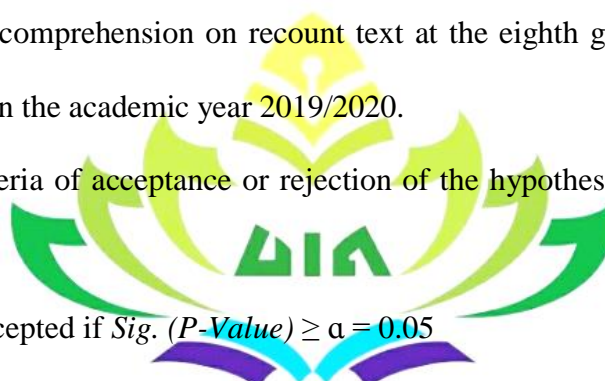


Table 11
Result of Hypothetical Test

T	Df	Sig. (2-tailed)
3.044	62	.003

Based on the result in the independent sample t-test in the table 10, the value of significant generated Sig. (*P-Value*) or Sig. (2-tailed) of the equal variance assumed = 0.03 and α was 0.05. It means that H₀ is rejected and H_a is accepted. Based on the computation, it can be concluded that there was any significant influence of using each

one teach one towards students' reading comprehension on recount text at the eighth grade of SMP Negeri 2 Pubian.

C. Discussion

The research had been conducted since July 18th, 2019. The objective of this research is to find out whether the use of each one teach one Strategy can increase students reading comprehension on recount text at the eighth grade of SMP Negeri 2 Pubian in the academic year 2019/2020. Based on the research method, this research was divided into same step. In the first step, the researcher conducted try-out in try-out class. The researcher prepared 50 items of multiple choice questions for pre-test and post-test. After the researcher gave try-out, the researcher calculated test items to know validity of the test. The result showed that 25 items of pre-test and post-test instrument were valid.

At the beginning of the research, the pre-test was administrated to know students' achievement in reading recount text before they were given treatments by the researcher. The result showed that the mean score pre-test in experimental class was 54.63 and the mean score of pre-test in control class was 53.75. It can be conclude that there is significant influence by using each one teach one towards students score in experimental and students got score post-test higher than pre-test in experimental class. Afterward, the students were taught by using each one teach one in the experimental class and guided reading in control class. The material was three topics of recount text for three treatments. Before doing each one teach one the researcher explained what is the each one teach one and how we do the procedure of each one teach one. In the

beginning of the treatment the researcher asked the students about recount text and explained it to students.

At the end of the research, post-test was given measure the improvement of students' recount text reading comprehension in both classes after the treatments done. According to the result of data by using SPSS, the result showed that the mean score of post-test between experimental class and control class were slightly different. The mean score of post-test in experimental class was 79.25 and the mean of post-test in control class was 77.13.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted.

It means that the treatments had influence of using Each One Teach One towards students reading comprehension on recount text, hence alternative hypothesis is accepted. It had been supported by the previous research conducted by Irfan Kurniawan about the use of Each One Teach One to improve reading comprehension of the eighth grade in SMP Dharma Bhakti, this strategy make students give idea and share their idea to their friends. Hence the students can get new idea from their friends, students can make discussion, connection and comment ask a question and clarify something. Therefore , they need help the teacher works to motivate and in support them to increase their comprehension in reading and science to word with a group discussing what will happen next in the text. If the students share their idea with their friend in reading class, it will be help their friends who are not understand the content of the text.

Another previous research was conducted by Afifah. She conducted a research about Each One Teach One strategy. She proves that Each One Tech One was effective to improve student's reading comprehension rather than questioning strategy at tenth grade students of MA AL-Qodiri. In her research. There were many students who did not understand the purpose or content of the story they read. The students had difficulty in determining the main idea, supporting detail and important information in the text. Then to solve the problems, Afifah use Each One Teach One strategy to improve students' reading comprehension better. In short, the students' reading comprehension improve and the problem could be handled.

It means that the treatments had influence of using each one teach one towards students' reading comprehension on recount text, so alternative hypothesis is accepted. Each one teach one also gives students chance to work with a group discussing, the teacher can help the students to motivate and support them to increase their comprehension in reading and make them interest about it.

In conclusion, the researcher concluded that the each one teach one was more help to be used for the students to help them built their reading comprehension it was because Each One Teach One is not only individually but also in group, so the students would be more confident when they read and comprehend the text. So finally there is significant influence of using Each One Teach One towards students reading comprehension on recount text at the eighth grade of SMP Negeri 2 Pubian in the academic year of 2019/2020.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

At the end of the research, the post-test was given to measure the influence of each one teach one towards students' reading comprehension on recount text in both classes after treatments done. The mean score of post-test in experimental class was 79.25 and the mean score of post-test in control class was 77.13. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from *Sig.*(2-tailed) of the equal variance assumed in the independent sample test table where the *Sig.*(2-tailed) is 0.003. It is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted. Based on the result of data analysis, the researcher concluded that there was significant influence of using each one teach one towards students' reading comprehension on recount text at the eighth grade of SMP Negeri 2 Pubian in the academic year of 2019/2020.

B. SUGESSTION

Based on the result of this research, the researcher proposed suggestion as:

3.) Suggestion to the teacher

- c. In this research, the researcher find out that each one teach one can be used to develop and motivate the students' reading comprehension. Due the finding,

English teacher can help students increase their reading comprehension by using each one teach one.

- d. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in reading.
- e. Each one teach one is a good technique to help students in increase reading comprehension. Each one teach one also gives students chance to work with a group discussing, the teacher can help the students to motivate and support them to increase their comprehension in reading and make them interest about it.

4.) Suggestion for the students

The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity.

5.) Suggestion to the further research

In this research the researcher focused on the influence of each one teach one towards students' reading comprehension on recount text. It is suggested for the next researcher to investigate the influence of other technique towards other English skills such as listening, speaking, writing or reading ability.

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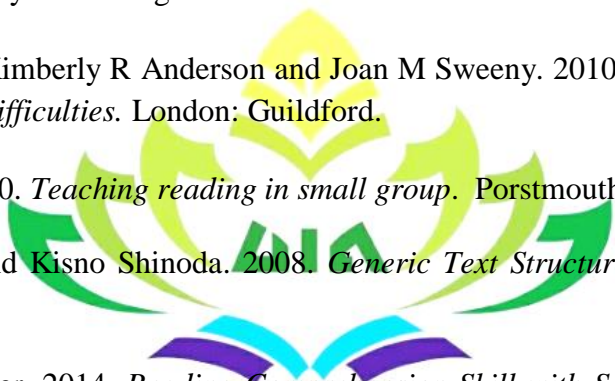
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APPENDICES

Appendix 1

Students' Percentages of English Reading Score at the Eighth Grade of SMP Negeri 2 Pubian Lampung Tengah in the Academic Year of 2019/2020.

No	Class	Students' Score		Number of Student
		<70	≥70	
1	VIII.1	23	9	32
2	VIII.2	19	10	32
3	VIII.3	21	11	32
4	VIII.4	20	12	32
5	VIII.5	18	11	29
Total		104	53	157
Percentage		66,24%	33,75%	100%

Source: English Teacher at SMP Negeri 2 Pubian



Appendix 2

THE INTERVIEW GUIDELINE FOR THE TEACHER

1. How long have you been teaching here?
2. Can you tell me your experience in teaching English especially in teaching reading recount text?
3. What technique do you use in teaching reading recount text?
4. Do you have any problems in teaching reading recount text?
5. How are the students' ability in reading especially in recount text?



Appendix 3

THE RESULT OF INTERVIEW THE TEACHER

Interviewer : Erlina Juwita (the researcher)

Interviewee : Karni Hanani, S.Pd. (the English teacher)

Place : SMP Negeri 2 Pubian

No.	Question	Answer	Conclusion
1.	How long have you been teaching here?	I started teaching since 2017 at SMPN 2 Pubian.	Mrs. Karni has been teaching at SMPN 2 Pubian for 2 years.
2.	Can you tell me your experience in teaching English especially in teaching reading recount text?	<p>In teaching reading recount text, I always find the students who bored when they were studied. I do not have specific experience in teaching reading recount text.</p> <p>I just explain to students about recount text, and I give the example and ask the students to learn from the book or LKS, to add the knowledge, and I ask them to open the dictionary, but they didn't bring it. Actually, the dictionary is to help them study English easily. For the task, I gave them the exercises about recount text,</p>	<p>It can be concluded that the teacher in teaching reading recount text, the teacher do not have the spesific experience and just explain about recount text and give exercise to the students and submit it to the teacher and teacher give the score.</p>

		and I ask them to do it, an after finish I gave them the score.	
3.	What technique/Strategy you use in teaching reading recount text?	In teaching reading recount text, I explain a little explanation about material in front of the classroom and then ask I to student to do the reading exercise. After that I evaluates the student worksheet to get the student's score.usually it called by guided reading.	It can be concluded that the teacher in teaching recount text using guided reading strategy.
4.	Do you have any problems in teaching reading recount text?	My Problem in teaching reading recount text, I found that some of students difficulties how to comprehend the text and they difficulties to deliver what information from the text.	They difficult comprehend the text and deliver what about information from the text.
5.	How are the students' ability in reading especially in recount text?	The students' ability in reading especially in recount text for some students is still under rate from criteria of minimum mastery (KKM).	The students' ability in reading activity for some students is still under rate of KKM.

Appendix 4

The Interview for the Students

1. Apakah anda menyukai pelajaran Bahasa Inggris?
2. Apakah anda memiliki kesulitan saat mempelajari *reading skill*?
3. Apakah anda sudah pernah belajar mengenai *reading recount text* sebelumnya?
4. Masalah apa yang anda hadapi saat membaca sebuah teks dalam Bahasa Inggris, khususnya membacaa sebuah *recount text*, misalnya kesulitan dalam menentukan struktur text?
5. Apakah anda menikmati dengan teknik yang digunakan guru untuk mengajar?



Appendix 5

The Result of Interview for Student

Amanda Khusnun Nadia (8.1)

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran Bahasa Inggris?	Saya suka pelajaran Bahasa Inggris karena bagi saya belajar Bahasa Inggris itu tidak membosankan dan menyenangkan	Students like English lessons because they think English is not boring and fun.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>reading skill</i> ?	Iya. Saya memiliki kesulitan dalam membaca text.	The student has difficulties in learning reading.
3.	Apakah anda sudah pernah belajar mengenai <i>reading recount text</i> sebelumnya?	Iya, pernah.	The student has learned recount text.
4.	Masalah apa sajakah yang anda hadapi saat membaca sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah <i>recount text</i> , misalnya menentukan struktur teks ?	Saya bingung saat membaca karena saya sulit untuk mengungkapkan sebuah bacaan yang telah di baca, yang jelas tidak terlalu mengerti sehingga sulit dalam menyampaikan informasi dari apa yang saya baca.	The student does difficulties to comprehend the text, and difficulties deliver information from the text.
5.	Apakah anda menikmati dengan teknik guru yang digunakan untuk mengajar Reading Recount text?	Tidak, kurang menikmati. Karena guru tidak menerapkan teknik mengajar yang tidak menarik jadi kami kadang merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in reading recount text so that the students feel bored and uninterested.

Anatasya Lidya Meisa (8.1)

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran Bahasa Inggris?	Ya saya suka pelajaran bahasa inggris.	Based on interview of student, she likes English lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>reading skill</i> ?	Ya. Saya memiliki kesulitan dalam hal itu.	The student has difficulties in learning writing.
3.	Apakah anda sudah pernah belajar mengenai <i>reading recount text</i> sebelumnya?	Ya, pernah.	The student has learned recount text.
4.	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam Bahasa Inggris, khususnya membaca sebuah <i>recount text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya susah menyampaikan isi bacaan.	The student difficulties to transfer information or content of the text
5.	Apakah anda menikmati dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak menikmati. Karena yang diajarin guru kurang menarik sehingga saya bosan	The students are not interested for teaching technique in reading so that the students feel bored and uninterested

Agung Pangestu (8.1)

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran Bahasa Inggris?	Saya tidal terlalu suka pelajaran bahasa inggris karena bagi saya belajar Bahasa Inggris itu sulit.	Students doesn't like English lessons because they think English is difficulty lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>Reading skill</i> ?	Ya, ada. Susah saya memahami nya apalagi membaca.	The student has difficulties in learning Reading.
3.	Apakah anda sudah pernah belajar mengenai <i>reading recount text</i> sebelumnya?	Ya, pernah.	The student has learned recount text.
4.	Masalah apa sajakah yang anda hadapi saat membaca sebuah teks dalam Bahasa Inggris, khususnya membaca sebuah <i>recount text</i> ,?	Saya bosan dalam pelajaran reading recount text, karena cara yang di ajarkan guru kurang menarik.	The students were averse to read recount text because they are bored and uninterested with the use of technique in the learning process.
5.	Apakah anda menikmati dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak menikmati. Karena guru tidak menerapkan teknik mengajar yang kurang menarik jadi saya merasa bosan.	The students are not interested for teaching technique in reading so that the students feel bored and uninterested.

Appendix 6

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.


KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks	<p>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</p> <p>Fungsi sosial</p> <p>Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p>Struktur text (gagasan utama dan informasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/

<p>penggunaannya</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>rinci)</p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</p> <p>(2) Kosakata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat,</p>	<p>mendengarkan teks-teks tersebut untuk memahami isinya.</p> <ul style="list-style-type: none"> Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. Siswa membaca semua teks tentang kegiatan, kejadian, 	<p>sederhana.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan 	<p>transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resources/ce_files - http://learnenglish.britishcouncil.org/en/
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	<p>dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p> 	<p>dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. 	<p>tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, 		
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		<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang 	<p>ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan</p>		
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		<p>benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>peristiwa, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa.</p>		
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Guru Mata Pelajaran

Kepala SMP Negeri 2 Pubian,



KARNI HANANI, S.Pd

NIP. 19910601 201903 2 007

DRS. SAJAR

NIP. 19660105 200003 1 002

Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

For Experimental Class

Satuan Pendidikan : SMP Negeri 2 Pubian

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII (Delapan) / I

Aspek/skill : Membaca

Materi Pokok : Recount Text

Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang di lakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaan nya	3.12.1 Siswa mampu menerapkan struktue teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau . 3.12.2 Siswa mampu menyatakan dan menanyakan tindakan /kejadian yang di lakukan /terjadi di waktu lampau

4.14 Menangkap makna teks recount lisan tertulis ,pendek dan sederhana tentang kegiatan ,kejadian , peristiwa	4.14.1 Siswa mampu menangkap makna yang terdapat dalam text recount yang di sajikan sejarah lisan 4.14.2 Siswa mampu menangkap makna yang terdapat dalam text recount tertulis 4.14.3 Siswa mampu menangkap tentang kegiatan /peristiwa terjadi
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C. Materi Pembelajaran

Recount Text

1. Definition of recount text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers.

2. Generic structure of recount

Orientation: introducing the participants, place and time.

Events: describing series of event that happened in the past.

Reorientation: it is optional. Stating personal comment of the writer to the story.

3. Language feature of recount

Introducing personal participants; I, my group, etc

Using chronological connection; then, first, etc

Using linking verb; was, were, saw, heard etc

Using action verb; look, go, change, etc

Using simple past tense

(+) Subject + was/were + complement

Example: He was the clever student

(-) Subject + was/were + not + complement

Example: He was not the clever student

(?) Was/were + subject + complement?

Example: Was he the clever student?

Note: was : digunakan untuk subject I, she, he, it

were : digunakan untuk subject you, we, they

Example:

Grandpa's Birthday

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the market. We bought a nice gift. Then, we wrapped it in a blue paper. Blue is my grandpa's favorite color.

On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of cake.

On Sunday evening, my uncle and my aunt come to my house. They brought several bottles of soft-drink, and cake for grandpa. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him. After giving each of us a piece of cake, he opened the gift. He told us that he liked the present, and he was very happy.

D. Metode Pembelajaran

Each One Teach One

E. Sumber Pembelajaran

- a. Buku teks yang relevan
- b. LKS
- c. Teks berbentuk recount

F. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan		
Salam tegur sapa		
Guru	Siswa	Waktu(menit)
<ul style="list-style-type: none">✓ Guru memberi salam (<i>greeting</i>).Guru memeriksa kehadiran siswa.✓ Guru mengulas kembali materi yang telah dipelajari sebelumnya.✓ Guru mengajukan pertanyaan tentang kaitan	<ul style="list-style-type: none">✓ Siswa menjawab salam.✓ Siswamendengarkan saat guru memeriksa daftar kehadiran.✓ Siswa menyimak dan mendengarkan penjelasan guru dengan seksama.	10

<p>antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</p> <p>✓ Guru menyampaikan tujuan pembelajaran.</p>	<p>✓ Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.</p> <p>✓ Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran</p>	
Kegiatan Inti		
Observing		
<p>✓ Guru memberikan penjelasan mengenai teks recount.</p> <p>✓ Guru memberikan contoh teks recount.</p> <p>✓ Guru menjelaskan dan membacakan contoh dari teks recount.</p> <p>✓ Guru meminta siswa untuk membaca kembali contoh teks recount.</p>	<p>✓ Siswa mendengarkan penjelasan guru mengenai teks recount.</p> <p>✓ Siswa memperhatikan arahan guru.</p> <p>✓ Siswa mendengarkan dan memahami penjelasan guru.</p> <p>✓ Siswa mengikuti perintah yang diberikan oleh guru.</p>	10
Questioning		
<p>✓ Guru mengundang siswa untuk bertanya tentang hal-hal yang kurang dipahami terkait teks recount</p> <p>✓ Guru membahas hal-hal yang kurang dipahami terkait teks recount bersama-sama</p>	<ul style="list-style-type: none"> • Siswa diharapkan bertanya beberapa hal yang kurang jelas dan kurang dipahami terkait teks recount. • Siswa memperhatikan pembahasan yang diberikan oleh guru 	15

Exploring (Each One Teach One)		
<ul style="list-style-type: none"> ✓ Guru membagikan sebuah kertas dengan pernyataan berbeda kepada siswa ✓ Guru meminta siswa secara mandiri membaca pernyataan yang tertulis untuk memahami makna nya ✓ Guru meminta siswa untuk bergerak keliling di sekitar ruangan kelas untuk saling berbagi tentang pernyataan mereka dengan siswa lain ✓ Para siswa di dorong menghubungkan pernyataan mereka dengan siswa lain, jika siswa menemukan bahwa ada hubungan diantara pernyataan siswa lain, maka mereka membentuk sebuah kelompok ✓ Setelah waktu yang cukup untuk berkomunikasi pernyataan mereka, guru meminta setiap kelompok untuk mengklasifikasikan informasi yang telah mereka peroleh selama proses belajar ✓ guru meminta siswa untuk saling bertanya dan melihat reaksi mereka apa yang membuatnya terkejut? Adakah 	<ul style="list-style-type: none"> ✓ Siswa menerima sebuah kertas dengan isi pernyataan yang berbeda ✓ Para siswa secara mandiri membaca pernyataan yang tertulis untuk memahami makna nya ✓ Siswa bergerak keliling untuk saling berbagi tentang pernyataan mereka dengan siswa lain sebanyak mungkin ✓ Siswa menghubungkan pernyataan mereka dengan siswa lain untuk menemukan pernyataan yang berhubungan, kemudian menentukan sebuah kelompok. ✓ Setiap kelompok berdiskusi/Tanya jawab tentang informasi yang telah di peroleh ✓ Siswa saling bertanya 	<p>20</p>

<p>sebuah pernyataan yang membuat siswa merasa senang atau sedih? Apakah ada bagian yang menarik dari cerita tersebut</p> <p>✓ Guru menyarankan siswa berfikir secara relevan mengenai pembelajaran mereka</p> <p>✓ guru meminta setiap kelompok untuk menjelaskan hasil kerja mereka dengan menuliskan pada sebuah kertas</p>	<p>untuk melihat reaksi mereka setelah mengetahui informasi yang diperoleh. (apakah mengejutkan, atau membuat mereka sedih/senang atau apakah ada bagian menarik dari cerita tersebut?</p> <p>✓ Siswa diminta untuk bertanya dan berfikir secara relevan mengenai pembelajaran mereka.</p> <p>✓ Setiap kelompok diminta untuk menjelaskan hasil kerja mereka dan ditulis pada kertas.</p>	
Associating		
<p>✓ Guru meminta siswa untuk menunjukkan bagaimana siswa mampu memahami teks recount dengan mengerjakan latihan soal yang sudah disediakan masing-masing.</p>	<p>✓ Siswa mendiskusikan pemahaman mereka tentang teks recount dengan siswa lain dan mengerjakan latihan soal yang dibagikan oleh guru.</p>	20
Communicating		
<p>✓ Guru menanyakan pemahaman siswa tentang materi terkait teks recount.</p>	<p>✓ Siswa diharapkan mengajukan pertanyaan dan hal-hal ingin</p>	3

	diketahui.	
Penutup		
Refleksi		
<ul style="list-style-type: none"> ✓ Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari. ✓ Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Guru memberikan motivasi kepada siswa. ✓ Guru menutup pelajaran dan mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> ✓ Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari ✓ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Siswa mendengarkan motivasi yang diberikan oleh guru. ✓ Siswa menjawab salam perpisahan. 	7

G. Penilaian

Instrument soal: Recount text

Name :

Class :

Instruction!

- Read the text carefully and answer the question by crossing (X) on the correct answer a,b,c or d in the question sheet.

Questions!

Text Number 1-5

On Saturday morning, I was walking down Sunda Street to look for a record store. Suddenly, a man stopped me and asked me about the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I took him to the end of Sunda Street.

In the way to the Hotel, I keep on sure that I knew his face before. His face looked so familiar for me, but I was in silent. When we finally reach the hotel, he said good bye and thanked to me then tried to give me something. I thought it was money. So I said 'no' at first, but he really wanted me to have it, so I took it.

After leaving him, I went to the record store then listens a few records. I was surprised then, D' Masive had a new record that was number two in the top twenty! That's why, I decided to buy it. But when I looked in my bag for my wallet and found a piece of paper the man gave me, I saw there was a photo the man that I had met in Sunda Street several minutes ago. How surprised it was! He was a singer in D'Masive!

1. The type of the text above is....
 - a. Narrative text
 - b. Recount text
 - c. Descriptive text
 - d. Explanation text
2. The part of orientation is shown in the
 - a. First sentence of first paragraph
 - b. Second sentence of the third paragraph
 - c. Third sentence of the last paragraph
 - d. Last sentence of the last paragraph
3. What happened in Sunda Street...
 - a. The writer see Hyatt Hotel
 - b. The man suddenly give a money
 - c. The writer suddenly met a man
 - d. The man say good bye to the writer
4. Who is name the writer...
 - a. Hyatt
 - b. Not written on the text
 - c. D'Masive
 - d. Just a man
5. Based on the text above, these statements are incorrect, except...

- a. The singer of D'Masive got surprised meeting the writer
- b. The man suddenly hit the writer when he passed Sunda Street
- c. The writer didn't realize that he met the singer of D'Masive
- d. There was the writer's favorite singer in the record store

H. Scoring

Pedoman penilaian:

Setiap jawaban benar di beri pont 20 jika salah 0

Jumlah benar x poin = 100

20 x 5 = 100

Guru Mata Pelajaran

Pubian,.....2019
Mahasiswi

KARNI HANANI, S.Pd
NIP. 19910601 201903 2 007

Erlina Juwita
NPM. 1511040238



Mengetahui,
Kepala SMP Negeri 2 Pubian,

DRS. SAJAR
NIP. 19660105 200003 1 002

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 2)

For Experimental Class

Satuan Pendidikan : SMP Negeri 2 Pubian
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII (Delapan) / I
Aspek/skill : Membaca
Materi Pokok : Recount Text
Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang di lakukan /terjadi di waktu lampau,sesuai dengan konteks oenggunaan nya	3.12.1 Siswa mampu menerapkan struktue teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau . 3.12.2 Siswa mampu menyatakan dan menanyakan tindakan /kejadian yang di lakukan /terjadi di waktu lampau
4.14 Menangkap makna teks recount lisaan tertulis ,pendek dan sederhana tentang kegiatan ,kejadian , peristiwa	4.14.1 Siswa mampu menangkap makna yang terdapat dalam text recount yang di sajikan sejara lisan

	4.14.2 Siswa mampu menangkap makna yang terdapat dalam text recount tertulis
	4.14.3 Siswa mampu menangkap tentang kegiatan /peristiwa terjadi

C. Materi Pembelajaran

Recount Text

1. Definition of recount text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers.

2. Generic structure of recount

Orientation: introducing the participants, place and time.

Events: describing series of event that happened in the past.

Reorientation: it is optional. Stating personal comment of the writer to the story.

3. Language feature of recount

Introducing personal participants; I, my group, etc

Using chronological connection; then, first, etc

Using linking verb; was, were, saw, heard etc

Using action verb; look, go, change, etc

Using simple past tense

(+) Subject + was/were + complement

Example: He was the clever student

(-) Subject + was/were + not + complement

Example: He was not the clever student

(?) Was/were + subject + complement?

Example: Was he the clever student?

Note: was : digunakan untuk subject I, she, he, it

were : digunakan untuk subject you, we, they

Example:

My Vacation

Last year, I spent my vacation in my aunt's house. She lives behind one of the hills in Boyolali. I went there with my brother, Yoga. We took a bus from Semarang and got off at Solo bus station. My aunt had waited for us there. She then took us to her house in Selo. This place is farmhouse for its beautiful scenery.

The journey to Selo was thrilling. We had to climb the hill. The street was twisted here and there. Moreover, it was foggy than afternoon. So, I could only see few meters in front of me. Luckily, my aunt was a good driver. She did it very well.

We arrived at my aunt's house at seven o'clock in the evening. The place was completely dark. It was also very cold. Yoga and I refused to take a bath although my aunt said she had prepared hot water for us.

At night, we went to want to one of the hills there. There was an offering ceremony. The villagers offered a buffalo head for the Mount Merapi. People were dancing and singing during the ceremony. They wore Javanese costumers. Yoga and I enjoyed the performance. We wore very thick jackets because it was very cold.

D. Metode Pembelajaran

Each One Teach One

E. Sumber Pembelajaran

- Buku teks yang relevan
- LKS
- Teks berbentuk recount

F. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan		
Salam tegur sapa		
Guru	Siswa	Waktu(menit)
✓ Guru memberi salam (<i>greeting</i>).Guru memeriksa kehadiran siswa. ✓ Guru mengulas kembali	✓ Siswa menjawab salam. ✓ Siswamendengarkan saat guru memeriksa daftar kehadiran.	10

<p>materi yang telah dipelajari sebelumnya.</p> <p>✓ Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</p> <p>✓ Guru menyampaikan tujuan pembelajaran.</p>	<p>✓ Siswa menyimak dan mendengarkan penjelasan guru dengan seksama.</p> <p>✓ Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.</p> <p>✓ Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran</p>	
Kegiatan Inti		
Observing		
<p>✓ Guru memberikan penjelasan mengenai teks recount.</p> <p>✓ Guru memberikan contoh teks recount.</p> <p>✓ Guru menjelaskan dan membacakan contoh dari teks recount.</p> <p>✓ Guru meminta siswa untuk membaca kembali contoh teks recount.</p>	<p>✓ Siswa mendengarkan penjelasan guru mengenai teks recount.</p> <p>✓ Siswa memperhatikan arahan guru.</p> <p>✓ Siswa mendengarkan dan memahami penjelasan guru.</p> <p>✓ Siswa mengikuti perintah yang diberikan oleh guru.</p>	10
Questioning		
<p>✓ Guru mengundang siswa untuk bertanya tentang hal-hal yang kurang dipahami terkait teks</p>	<p>• Siswa diharapkan bertanya beberapa hal yang kurang jelas dan kurang dipahami</p>	

recount ✓ Guru membahas hal-hal yang kurang dipahami terkait teks recount bersama-sama	terkait teks recount. <ul style="list-style-type: none"> Siswa memperhatikan pembahasan yang diberikan oleh guru 	15
Exploring (EACH ONE TEACH ONE)		
✓ Guru membagikan sebuah kertas dengan pernyataan berbeda kepada siswa ✓ Guru meminta siswa secara mandiri membaca pernyataan yang tertulis untuk memahami makna nya ✓ Guru meminta siswa untuk bergerak keliling di sekitar ruangan kelas untuk saling berbagi tentang pernyataan mereka dengan siswa lain ✓ Para siswa di dorong menghubungkan pernyataan mereka dengan siswa lain, jika siswa menemukan bahwa ada hubungan diantara pernyataan siswa lain, maka mereka membentuk sebuah kelompok ✓ Setelah waktu yang cukup untuk berkomunikasi pernyataan mereka, guru meminta setiap kelompok untuk mengklasifikasikan informasi yang telah mereka peroleh	✓ Siswa menerima sebuah kertas dengan isi pernyataan yang berbeda ✓ Para siswa secara mandiri membaca pernyataan yang tertulis untuk memahami makna nya ✓ Siswa bergerak keliling untuk saling berbagi tentang pernyataan mereka dengan siswa lain sebanyak mungkin ✓ Siswa menghubungkan pernyataan mereka dengan siswa lain untuk menemukan pernyataan yang berhubungan, kemudian menentukan sebuah kelompok. ✓ Setiap kelompok berdiskusi/Tanya jawab	20

<p>selama proses belajar</p> <ul style="list-style-type: none"> ✓ guru meminta siswa untuk saling bertanya dan melihat reaksi mereka apa yang membuatnya terkejut? Adakah sebuah pernyataan yang membuat siswa merasa senang atau sedih? Apakah ada bagian yang menarik dari cerita tersebut ✓ Guru menyarankan siswa berfikir secara relevan mengenai pembelajaran mereka ✓ guru meminta setiap kelompok untuk menjelaskan hasil kerja mereka dengan menuliskan pada sebuah kertas 	<p>tentang informasi yang telah di peroleh</p> <ul style="list-style-type: none"> ✓ Siswa saling bertanya untuk melihat reaksi mereka setelah mengetahui informasi yang di peroleh. (apakah mengejutkan, atau membuat mereka sedih/senang atau apakah ada bagian menarik dari cerita tersebut? ✓ Siswa di minta untuk bertanya dan berfikir secara relevan mengenai pembelajaran mereka. ✓ Setiap kelompok di minta untuk menjelaskan hasil kerja mereka dan di tulis pada kertas. 	
Associating		
<ul style="list-style-type: none"> ✓ Guru meminta siswa untuk menunjukkan bagaimana siswa mampu memahami teks recount dengan mengerjakan latihan soal yang sudah disediakan masing- 	<ul style="list-style-type: none"> ✓ Siswa mendiskusikan pemahaman mereka tentang teks recount dengan siswa lain dan mengerjakan latihan soal 	20

masing.	yang dibagikan oleh guru.	
Communicating		
✓ Guru menanyakan pemahaman siswa tentang materi terkait teks recount.	✓ Siswa diharapkan mengajukan pertanyaan dan hal-hal ingin diketahui.	3
Penutup		
Refleksi		
✓ Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari. ✓ Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Guru memberikan motivasi kepada siswa. ✓ Guru menutup pelajaran dan mengucapkan salam perpisahan.	✓ Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari ✓ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Siswa mendengarkan motivasi yang diberikan oleh guru. ✓ Siswa menjawab salam perpisahan.	7

G. Penilaian

Instrument soal: Recount text

Name :

Class :

Instruction!

- Read the text carefully and answer the question by crossing (X) on the correct answer a,b,c or d in the question sheet.

Questions!

Text Number 1-5

Yesterday, my neighbor came to my house. He said that he would go climbing for three days. That was he asked me to take care his beloved cat for a while. Then I accepted his request. All day long, I was in my room playing with his cat. I was afraid it would leave the house, so I kept it on my room. At 07.00 pm, I was really hungry. I came in the kitchen and I found nothing for dinner. Because of that, I decided to go out to buy something to eat. When I arrived at home, the door was open. I was quite shocked. I ran into the house then found my mother was sitting on the chair in living room. Finally, I felt so relieved. But when I walked to my room, my eyes found the door was open also! Once again, my heart beat so fast. I came in but I could not see the cat. I searched it every part of my house, but I found nothing. It was gone!

1. How long did the writer's neighbor go climbing?
 - a. 3 days
 - b. 30 days
 - c. 13 days
 - d. 31 days
2. When did the cat leave the house?
 - a. In the morning
 - b. In the afternoon
 - c. In the night
 - d. In the noon
3. Based on the text above, the true statements is?
 - a. The writer put the cat in the living room
 - b. The cat went out because the door was open
 - c. The writer's mother kept the cat in the room
 - d. The cat was in the living room with the writer's mother
4. That was he asked me to take care.....
The underline word refers to?
 - a. Neighbor
 - b. The writer
 - c. Mother
 - d. Cat



5. What's make the writer heart beat so fast?
- | | |
|-----------------------------------|---------------------------------------|
| a. Because he can't found the cat | c. Because he is hungry |
| b. Because the cat was gone | d. Because he found the door was open |

H. Scoring

Setiap jawaban benar di beri pont 20 jika salah 0

Jumlah benar x poin = 100

20 x 5 = 100

Guru Mata Pelajaran

Pubian,.....2019

Mahasiswa

KARNI HANANI, S.Pd

NIP. 19910601 201903 2 007

Erlina Juwita

NPM. 1511040238



Mengetahui,
Kepala SMP Negeri 2 Pubian,

DRS. SAJAR

NIP. 19660105 200003 1 002

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

For Experimental Class

Satuan Pendidikan	: SMP Negeri 2 Pubian
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII (Delapan) / I
Aspek/skill	: Membaca
Materi Pokok	: Recount Text
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang di lakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaan nya	3.12.1 Siswa mampu menerapkan struktue teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau . 3.12.2 Siswa mampu menyatakan dan menanyakan tindakan /kejadian yang di lakukan /terjadi di waktu lampau
4.14 Menangkap makna teks recount lisaan tertulis ,pendek dan sederhana tentang kegiatan ,kejadian , peristiwa	4.14.1 Siswa mampu menangkap makna yang terdapat dalam text recount yang di sajikan sejala lisan

	4.14.2 Siswa mampu menangkap makna yang terdapat dalam text recount tertulis
	4.14.3 Siswa mampu menangkap tentang kegiatan /peristiwa terjadi

C. Materi Pembelajaran

Recount Text

1. Definition of recount text

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Using simple past tense

(+) Subject + was/were + complement

Example: He was the clever student

(-) Subject + was/were + not + complement

Example: He was not the clever student

(?) Was/were + subject + complement?

Example: Was he the clever student?

Note: was : digunakan untuk subject I, she, he, it

were : digunakan untuk subject you, we, they

Example:

The holiday had come. At first, I had no idea how to spend my free time. I had no plan because I knew my parents were very busy. My father was finishing his project, while my mother had to take care of my little sister. She was just five months.

Luckily, one of my friends, Zaky didn't have any plants either. So he came to my house nearly every day during the holiday. We did a lot of things.

On the first day, we went around the city by motorcycle. We stopped by at some malls in the city and enjoyed window shopping.

The next day, I taught Zaky how to play volley ball. It took three days for him to be able to do the service well.

We spent the last two days by visiting museum in our city: Ronggowarsito and Mandala Bakti Museum. We learned a lot from the things displayed in the museums.

D. Metode Pembelajaran


Each One Teach One

E. Sumber Pembelajaran

- Buku teks yang relevan
- LKS
- Teks berbentuk recount

F. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Ketiga



Pendahuluan		
Salam tegur sapa		
Guru	Siswa	Waktu(menit)
<ul style="list-style-type: none"> ✓ Guru memberi salam (<i>greeting</i>).Guru memeriksa kehadiran siswa. ✓ Guru mengulas kembali materi yang telah dipelajari sebelumnya. ✓ Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. ✓ Guru menyampaikan tujuan 	<ul style="list-style-type: none"> ✓ Siswa menjawab salam. ✓ Siswamendengarkan saat guru memeriksa daftar kehadiran. ✓ Siswa menyimak dan mendengarkan penjelasan guru dengan seksama. ✓ Siswa menjawab pertanyaan tentang 	10

pembelajaran.	<p>pengetahuan materi sebelumnya.</p> <p>✓ Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran</p>	
Kegiatan Inti		
Observing		
<p>✓ Guru memberikan penjelasan mengenai teks recount.</p> <p>✓ uru memberikan contoh teks recount.</p> <p>✓ Guru menjelaskan dan membacakan contoh dari teks recount.</p> <p>✓ Guru meminta siswa untuk membaca kembali contoh teks recount.</p>	<p>✓ Siswa mendengarkan penjelasan guru mengenai teks recount.</p> <p>✓ Siswa memperhatikan arahan guru.</p> <p>✓ Siswa mendengarkan dan memahami penjelasan guru.</p> <p>✓ Siswa mengikuti perintah yang diberikan oleh guru.</p>	10
Questioning		
<p>✓ Guru mengundang siswa untuk bertanya tentang hal-hal yang kurang dipahami terkait teks recount</p> <p>✓ Guru membahas hal-hal yang kurang dipahami terkait teks recount bersama-sama</p>	<ul style="list-style-type: none"> • Siswa diharapkan bertanya beberapa hal yang kurang jelas dan kurang dipahami terkait teks recount. • Siswa memperhatikan pembahasan yang diberikan oleh guru 	15
Exploring (Each One Teach One)		

<ul style="list-style-type: none"> ✓ Guru membagikan sebuah kertas dengan pernyataan berbeda kepada siswa ✓ Guru meminta siswa secara mandiri membaca pernyataan yang tertulis untuk memahami makna nya ✓ Guru meminta siswa untuk bergerak keliling di sekitar ruangan kelas untuk saling berbagi tentang pernyataan mereka dengan siswa lain ✓ Para siswa di dorong menghubungkan pernyataan mereka dengan siswa lain, jika siswa menemukan bahwa ada hubungan diantara pernyataan siswa lain, maka mereka membentuk sebuah kelompok ✓ Setelah waktu yang cukup untuk berkomunikasi pernyataan mereka, guru meminta setiap kelompok untuk mengklasifikasikan informasi yang telah mereka peroleh selama proses belajar ✓ guru meminta siswa untuk saling bertanya dan melihat reaksi mereka apa yang membuatnya terkejut? Adakah sebuah pernyataan yang membuat siswa 	<ul style="list-style-type: none"> ✓ Siswa menerima sebuah kertas dengan isi pernyataan yang berbeda ✓ Para siswa secara mandiri membaca pernyataan yang tertulis untuk memahami makna nya ✓ Siswa bergerak keliling untuk saling berbagi tentang pernyataan mereka dengan siswa lain sebanyak mungkin ✓ Siswa menghubungkan pernyataan mereka dengan siswa lain untuk menemukan pernyataan yang berhubungan, kemudian menentukan sebuah kelompok. ✓ Setiap kelompok berdiskusi/Tanya jawab tentang informasi yang telah 	<p style="text-align: center;">20</p>
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<p>mereasa senang atau sedih? Apakah ada bagian yang menarik dari cerita tersebut</p> <ul style="list-style-type: none"> ✓ Guru menyarankan siswa berfikir secara relevan mengenai pembelajaran mereka ✓ guru meminta setiap kelompok untuk menjelaskan hasil kerja mereka dengan menuliskan pada sebuah kertas 	<p>di peroleh</p> <ul style="list-style-type: none"> ✓ Siswa saling bertanya untuk melihat reaksi mereka setelah mengetahui informasi yang di peroleh. (apakah mengejutkan, atau membuat mereka sedih/senang atau apakah ada bagian menarik dari cerita tersebut?) ✓ Siswa di minta untuk bertanya dan berfikir secara relevan mengenai pembelajaran mereka. ✓ Setiap kelompok di minta untuk menjelaskan hasil kerja mereka dan di tulis pada kertas. 	
Associating		
<ul style="list-style-type: none"> ✓ Guru meminta siswa untuk menunjukkan bagaimana siswa 	<ul style="list-style-type: none"> ✓ Siswa mendiskusikan pemahaman mereka 	

mampu memahami teks recount dengan mengerjakan latihan soal yang sudah disediakan masing-masing.	tentang teks recount dengan siswa lain dan mengerjakan latihan soal yang dibagikan oleh guru.	20
Communicating		
✓ Guru menanyakan pemahaman siswa tentang materi terkait teks recount.	✓ Siswa diharapkan mengajukan pertanyaan dan hal-hal ingin diketahui.	3
Penutup		
Refleksi		
<ul style="list-style-type: none"> ✓ Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari. ✓ Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Guru memberikan motivasi kepada siswa. ✓ Guru menutup pelajaran dan mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> ✓ Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari ✓ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Siswa mendengarkan motivasi yang diberikan oleh guru. ✓ Siswa menjawab salam perpisahan. 	7

G. Penilaian

Instrument soal : Recount text

Name :

Class :

Instruction!

- Read the text carefully and answer the question by crossing (X) on the correct answer a,b,c or d in the question sheet.

Questions!

Text Number 1-5

(My Activity)

One morning, I got up with the feeling that the day was going to be unlucky one for me. Hoe right it was! I found that it was already 6.15 a.m.

I rushed into the bathroom then. I didn't see a piece of soap lying on the floor. I stepped on it and slipped, almost breaking my back in the process.

Then, I went into the dining room for my breakfast. I gulped down the tea without realizing that it was very hot. It burnt my tongue. I spat it out and couldn't eat anything because my tongue hurt. I got dressed and rushed to the bus stop.

Unfortunately, I just missed the bus. My heart sank and I knew that I would be late for school.

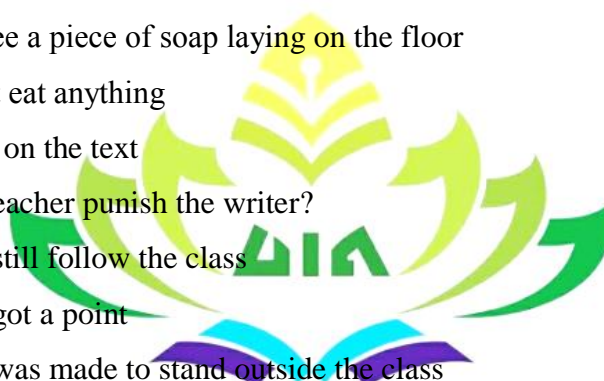
When I reached the school, my name was taken down by the teacher. The teacher scolded me for being late. To my humiliation, I was made to stand outside the class. I was so upset by the incidents that I couldn't study properly.

After school, I was on my way home when something hard hit me on the head. Someone had thrown a bag of fish bones out of the widow and it landed on me! I was boiling with rage but could do nothing. However, luckily for me, this only raised a small lump on my head. I managed to reach home safe and sound, and didn't dare to go out again for the rest of the day

1. I found that it was already 6.15 a.m

The synonym of the underline word is....

a. Morning c. Night

- b. Evening d. Afternoon
2. What the writer got in the dining room?
- a. Breakfast c. Soap
- b. The tea d. Bus
3. Why the writer burnt his tongue?
- a. Because he went to the dining room for breakfast
- b. Because his tongue is hurt
- c. Because he couldn't eat anything
- d. Because he gulped the tea without realizing that it was very hot
4. Why the writer would be late for school?
- a. He just missed the bust
- b. He didn't see a piece of soap laying on the floor
- c. He couldn't eat anything
- d. Not written on the text
5. How did the teacher punish the writer?
- a. The writer still follow the class
- b. The writer got a point
- c. The writer was made to stand outside the class
- d. The teacher forgive the writer
- 

H. Scoring

Setiap jawaban benar di beri pont 20 jika salah 0

Jumlah benar x poin = 100

$20 \times 5 = 100$

Guru Mata Pelajaran

Pubian,.....2019

Mahasiswi

KARNI HANANI, S.Pd

NIP. 19910601 201903 2 007

Erlina Juwita

NPM. 1511040238



Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

For Control Class

Satuan Pendidikan	: SMP Negeri 2 Pubian
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII (Delapan) / I
Aspek/skill	: Membaca
Materi Pokok	: Recount Text
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
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- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang di lakukan /terjadi di waktu lampau,sesuai dengan konteks oenggunaan nya	3.12.1 Siswa mampu menerapkan struktue teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau . 3.12.2 Siswa mampu menyatakan dan menanyakan tindakan /kejadian yang di lakukan /terjadi di waktu lampau
4.14 Menangkap makna teks recount lisaan	4.14.1 Siswa mampu menangkap makna

tertulis ,pendek dan sederhana tentang kegiatan ,kejadian , peristiwa	yang terdapat dalam text recount yang di sajikan sejara lisan 4.14.2 Siswa mampu menangkap makna yang terdapat dalam text recount tertulis 4.14.3 Siswa mampu menangkap tentang kegiatan /peristiwa terjadi
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C. Materi Pembelajaran

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Reorientation: it is optional. Stating personal comment of the writer to the story.

3. Language feature of recount

Introducing personal participants; I, my group, etc

Using chronological connection; then, first, etc

Using linking verb; was, were, saw, heard etc

Using action verb; look, go, change, etc

Using simple past tense

(+) Subject + was/were + complement

Example: He was the clever student

(-) Subject + was/were + not + complement

Example: He was not the clever student

(?) Was/were + subject + complement?

Example: Was he the clever student?

Note: was : digunakan untuk subject I, she, he, it

were : digunakan untuk subject you, we, they

Example:

Grandpa's Birthday

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the market. We bought a nice gift. Then, we wrapped it in a blue paper. Blue is my grandpa's favorite color.

On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of cake.

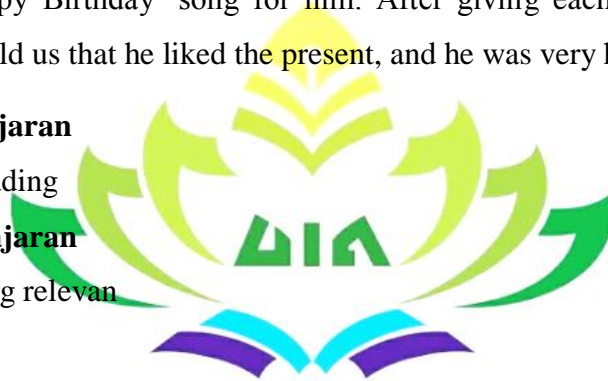
On Sunday evening, my uncle and my aunt come to my house. They brought several bottles of soft-drink, and cake for grandpa. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him. After giving each of us a piece of cake, he opened the gift. He told us that he liked the present, and he was very happy.

D. Metode Pembelajaran

Guided Reading

E. Sumber Pembelajaran

- a. Buku teks yang relevan
- b. LKS
- c. Teks berbentuk recount



F. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan		
Salam tegur sapa		
Guru	Siswa	Waktu(menit)
<ul style="list-style-type: none">✓ Guru memberi salam (<i>greeting</i>).Guru memeriksa kehadiran siswa.✓ Guru mengulas kembali materi yang telah dipelajari sebelumnya.✓ Guru mengajukan pertanyaan tentang kaitan	<ul style="list-style-type: none">✓ Siswa menjawab salam.✓ Siswamendengarkan saat guru memeriksa daftar kehadiran.✓ Siswa menyimak dan mendengarkan penjelasan guru dengan seksama.	10

<p>antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</p> <p>✓ Guru menyampaikan tujuan pembelajaran.</p>	<p>✓ Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.</p> <p>✓ Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran</p>	
Kegiatan Inti		
Observing		
<p>✓ Guru memberikan penjelasan mengenai teks recount.</p> <p>✓ Guru memberikan contoh teks recount.</p> <p>✓ Guru menjelaskan dan memberikan contoh dari teks recount.</p> <p>✓ Guru meminta siswa untuk membaca kembali contoh teks recount.</p>	<p>✓ Siswa mendengarkan penjelasan guru mengenai teks recount.</p> <p>✓ Siswa memperhatikan arahan guru.</p> <p>✓ Siswa mendengarkan dan memahami penjelasan guru.</p> <p>✓ Siswa mengikuti perintah yang diberikan oleh guru.</p>	10
Questioning		
<p>✓ Guru mengundang siswa untuk bertanya tentang hal-hal yang kurang dipahami terkait teks recount</p> <p>✓ Guru membahas hal-hal yang kurang dipahami</p>	<ul style="list-style-type: none"> • Siswa diharapkan bertanya beberapa hal yang kurang jelas dan kurang dipahami terkait teks recount. • Siswa memperhatikan 	15

terkait teks recount bersama-sama	pembahasan yang diberikan oleh guru	
Exploring		
<ul style="list-style-type: none"> ✓ Guru memilih sebuah teks untuk pengenalan materi ✓ Guru mengenalkan teks tersebut untuk membantu pemahaman membaca , ✓ Guru meminta siswa untuk membaca text secara perlahan dan diam ✓ Guru mengajak siswa untuk berdiskusi mengenai teks , membimbing diskusi untuk meningkatkan pemahan siswa ✓ Guru memperjelas point dari pembelajaran yang berdasarkan pada test. ✓ Guru menyatakan dengan jelas bahwa dengan pembelajaran ini dapat membantu siswa menjadi lebih flexiel dan efisien dalam pemecahan kata kata 	<ul style="list-style-type: none"> ✓ Siswa menerima sebuah teks yang telah di berikan oleh guru ✓ Siswa dikenalkan sebuah text untuk membantu membantu pemahaman ✓ Siswa membaca teks dengan perlahan ✓ Siswa berdiskusi mengenai text dan di bimbing oleh guru ✓ Siswa di harapkan memahami point dari pembelajaran yang berdasarkan teks ✓ Siswa di harapkan untuk dapat menjadi flexible dan efisien dalam pemecahan kata kata 	20
Associating		
<ul style="list-style-type: none"> ✓ Guru meminta siswa untuk menunjukkan bagaimana siswa mampu memahami teks recount dengan siswa 	<ul style="list-style-type: none"> ✓ Siswa mendiskusikan pemahaman mereka tentang teks recount dengan siswa lain dalam 	20

lain dalam kelompok kecil atau kelompok besar.	kelompok kecil atau kelompok besar.	
Communicating		
✓ Guru menanyakan pemahaman siswa tentang materi terkait teks recount.	✓ Siswa diharapkan mengajukan pertanyaan dan hal-hal ingin diketahui.	3
Penutup		
Refleksi		
<ul style="list-style-type: none"> ✓ Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari. ✓ Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Guru memberikan motivasi kepada siswa. ✓ Guru menutup pelajaran dan mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> ✓ Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari ✓ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Siswa mendengarkan motivasi yang diberikan oleh guru. ✓ Siswa menjawab salam perpisahan. 	7

G. Penilaian

Instrument soal: Recount text

Name :

Class :

Instruction!

- Read the text carefully and answer the question by crossing (X) on the correct answer a,b,c or d in the question sheet.

Questions!

Text Number 1-5

On Saturday morning, I was walking down Sunda Street to look for a record store. Suddenly, a man stopped me and asked me about the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I took him to the end of Sunda Street.

In the way to the Hotel, I keep on sure that I knew his face before. His face looked so familiar for me, but I was in silent. When we finally reach the hotel, he said good bye and thanked to me then tried to give me something. I thought it was money. So I said 'no' at first, but he really wanted me to have it, so I took it.

After leaving him, I went to the record store then listened a few records. I was surprised then, D' Masive had a new record that was number two in the top twenty! That's why, I decided to buy it. But when I looked in my bag for my wallet and found a piece of paper the man gave me, I saw there was a photo the man that I had met in Sunda Street several minutes ago. How surprised it was! He was a singer in D'Masive!

1. The type of the text above is....
 - a. Narrative text
 - b. Recount text
 - c. Descriptive text
 - d. Explanation text
2. The part of orientation is shown in the
 - a. First sentence of first paragraph
 - b. Second sentence of the third paragraph
 - c. Third sentence of the last paragraph
 - d. Last sentence of the last paragraph
3. What happened in Sunda Street...
 - a. The writer see Hyatt Hotel
 - b. The man suddenly give a money
 - c. The writer suddenly met a man
 - d. The man say good bye to the writer
4. Who is name the writer...
 - a. Hyatt
 - c. D'Masive

- b. Not written on the text d. Just a man
5. Based on the text above, these statements are incorrect, except...
- a. The singer of D'Masive got surprised meeting the writer
- b. The man suddenly hit the writer when he passed Sunda Street
- c. The writer didn't realize that he met the singer of D'Masive
- d. There was the writer's favorite singer in the record store

H. Scoring

Setiap jawaban benar di beri pont 20 jika salah 0

Jumlah benar x poin = 100

20 x 5 = 100

Guru Mata Pelajaran

KARNI HANANI, S.Pd
NIP. 19910601 201903 2 007



Pubian,.....2019
Mahasiswi

Erlina Juwita
NPM. 1511040238

Mengetahui,
Kepala SMP Negeri 2 Pubian,

DRS. SAJAR
NIP. 19660105 200003 1 002

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

For Control Class

Satuan Pendidikan	: SMP Negeri 2 Pubian
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII (Delapan) / I
Aspek/skill	: Membaca
Materi Pokok	: Recount Text
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang di lakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaan nya	3.12.1 Siswa mampu menerapkan struktue teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau . 3.12.2 Siswa mampu menyatakan dan menanyakan tindakan /kejadian yang di lakukan /terjadi di waktu lampau
4.14 Menangkap makna teks recount lisaan tertulis ,pendek dan sederhana tentang kegiatan ,kejadian , peristiwa	4.14.1 Siswa mampu menangkap makna yang terdapat dalam text recount yang di sajikan sejara lisan

	4.14.2 Siswa mampu menangkap makna yang terdapat dalam text recount tertulis
	4.14.3 Siswa mampu menangkap tentang kegiatan /peristiwa terjadi

C. Materi Pembelajaran

Recount Text

1. Definition of recount text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers.

2. Generic structure of recount

Orientation: introducing the participants, place and time.

Events: describing series of event that happened in the past.

Reorientation: it is optional. Stating personal comment of the writer to the story.

3. Language feature of recount

Introducing personal participants; I, my group, etc

Using chronological connection; then, first, etc

Using linking verb; was, were, saw, heard etc

Using action verb; look, go, change, etc

Using simple past tense

(+) Subject + was/were + complement

Example: He was the clever student

(-) Subject + was/were + not + complement

Example: He was not the clever student

(?) Was/were + subject + complement?

Example: Was he the clever student?

Note: was : digunakan untuk subject I, she, he, it

were : digunakan untuk subject you, we, they

Example:

My Vacation

Last year, I spent my vacation in my aunt's house. She lives behind one of the hills in Boyolali. I went there with my brother, Yoga. We took a bus from Semarang and got off at Solo bus station. My aunt had waited for us there. She then took us to her house in Selo. This place is farmhouse for its beautiful scenery.

The journey to Selo was thrilling. We had to climb the hill. The street was twisted here and there. Moreover, it was foggy than afternoon. So, I could only see few meters in front of me. Luckily, my aunt was a good driver. She did it very well.

We arrived at my aunt's house at seven o'clock in the evening. The place was completely dark. It was also very cold. Yoga and I refused to take a bath although my aunt said she had prepared hot water for us.

At night, we went to want to one of the hills there. There was an offering ceremony. The villagers offered a buffalo head for the Mount Merapi. People were dancing and singing during the ceremony. They wore Javanese costumers. Yoga and I enjoyed the performance. We wore very thick jackets because it was very cold.

D. Metode Pembelajaran

Guided Reading

E. Sumber Pembelajaran

- Buku teks yang relevan
- LKS
- Teks berbentuk recount

F. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan		
Salam tegur sapa		
Guru	Siswa	Waktu(menit)
✓ Guru memberi salam (<i>greeting</i>).Guru memeriksa kehadiran siswa. ✓ Guru mengulas kembali	✓ Siswa menjawab salam. ✓ Siswamendengarkan saat guru memeriksa daftar kehadiran.	10

<p>materi yang telah dipelajari sebelumnya.</p> <ul style="list-style-type: none"> ✓ Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. ✓ Guru menyampaikan tujuan pembelajaran. 	<ul style="list-style-type: none"> ✓ Siswa menyimak dan mendengarkan penjelasan guru dengan seksama. ✓ Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya. ✓ Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran 	
Kegiatan Inti		
Observing		
<ul style="list-style-type: none"> ✓ Guru memberikan penjelasan mengenai teks recount. ✓ Guru memberikan contoh teks recount. ✓ Guru menjelaskan dan memberikan contoh dari teks recount. ✓ Guru meminta siswa untuk membaca kembali contoh teks recount. 	<ul style="list-style-type: none"> ✓ Siswa mendengarkan penjelasan guru mengenai teks recount. ✓ Siswa memperhatikan arahan guru. ✓ Siswa mendengarkan dan memahami penjelasan guru. ✓ Siswa mengikuti perintah yang diberikan oleh guru. 	10
Questioning		
<ul style="list-style-type: none"> ✓ Guru mengundang siswa untuk bertanya tentang hal- 	<ul style="list-style-type: none"> • Siswa diharapkan bertanya beberapa hal 	

<p>hal yang kurang dipahami terkait teks recount</p> <p>✓ Guru membahas hal-hal yang kurang dipahami terkait teks recount bersama-sama</p>	<p>yang kurang jelas dan kurang dipahami terkait teks recount.</p> <ul style="list-style-type: none"> • Siswa memperhatikan pembahasan yang diberikan oleh guru 	<p>15</p>
<p>Exploring (Each One Teach One)</p>		
<p>✓ Guru memilih sebuah teks untuk pengenalan materi</p> <p>✓ Guru mengenalkan teks tersebut untuk membantu pemahaman membaca ,</p> <p>✓ Guru meminta siswa untuk membaca text secara perlahan dan diam</p> <p>✓ Guru mengajak siswa untuk berdiskusi mengenai teks , membimbing diskusi untuk meningkatkan pemahan siswa</p> <p>✓ Guru memperjelas point dari pembelajaran yang berdasarkan pada test.</p> <p>✓ Guru meyakini dengan jelas bahwa dengan pembelajaran ini dapat membantu siswa menjadi lebih flexiel dan efisien dalam pemecahan kata kata</p>	<p>✓ Siswa menerima sebuah teks yang telah diberikan oleh guru</p> <p>✓ Siswa dikenalkan sebuah text untuk membantu membantu pemahaman</p> <p>✓ Siswa membaca teks dengan perlahan</p> <p>✓ Siswa berdiskusi mengenai text dan di bimbing oleh guru</p> <p>✓ Siswa di harapkan memahami point dari pembelajaran yang berdasarkan teks</p> <p>✓ Siswa di harapkan untuk dapat menjadi flexible dan efisien dalam pemecahan kata kata</p>	<p>20</p>

Associating		
✓ Guru meminta siswa untuk menunjukkan bagaimana siswa mampu memahami teks recount dengan siswa lain dalam kelompok kecil atau kelompok besar.	✓ Siswa mendiskusikan pemahaman mereka tentang teks recount dengan siswa lain dalam kelompok kecil atau kelompok besar.	20
Communicating		
✓ Guru menanyakan pemahaman siswa tentang materi terkait teks recount.	✓ Siswa diharapkan mengajukan pertanyaan dan hal-hal ingin diketahui.	3
Penutup		
Refleksi		
<ul style="list-style-type: none"> ✓ Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari. ✓ Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Guru memberikan motivasi kepada siswa. ✓ Guru menutup pelajaran dan mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> ✓ Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari ✓ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Siswa mendengarkan motivasi yang diberikan oleh guru. ✓ Siswa menjawab salam perpisahan. 	7

G. Penilaian

Instrument soal: Recount text

Name :

Class :

Instruction!

- Read the text carefully and answer the question by crossing (X) on the correct answer a,b,c or d in the question sheet.

Questions!

Text Number 1-5

Yesterday, my neighbor came to my house. He said that he would go climbing for three days. That was he asked me to take care his beloved cat for a while. Then I accepted his request. All day long, I was in my room playing with his cat. I was afraid it would leave the house, so I kept it on my room. At 07.00 pm, I was really hungry. I came in the kitchen and I found nothing for dinner. Because of that, I decided to go out to buy something to eat. When I arrived at home, the door was open. I was quite shocked. I ran into the house then found my mother was sitting on the chair in living room. Finally, I felt so relieved. But when I walked to my room, my eyes found the door was open also! Once again, my heart beat so fast. I came in but I could not see the cat. I searched it every part of my house, but I found nothing. It was gone!

1. How long did the writer's neighbor go climbing?
 - a. 3 days
 - b. 30 days
 - c. 13 days
 - d. 31 days
2. When did the cat leave the house?
 - a. In the morning
 - b. In the afternoon
 - c. In the night
 - d. In the noon
3. Based on the text above, the true statements is?
 - a. The writer put the cat in the living room

- b. The cat went out because the door was open
 - c. The writer's mother kept the cat in the room
 - d. The cat was in the living room with the writer's mother
4. That was he asked me to take care.....
- The underline word refers to?
- a. Neighbor c. Mother
 - b. The writer d. Cat
5. What's make the writer heart beat so fast?
- a. Because he can't found the cat c. Because he is hungry
 - b. Because the cat was gone d. Because he found the door was open

H. Scoring

Setiap jawaban benar di beri pont 20 jika salah 0

Jumlah benar x poin = 100

20 x 5 = 100



Guru Mata Pelajaran

Pubian,.....2019
Mahasiswi

KARNI HANANI, S.Pd
NIP. 19910601 201903 2 007

Erlina Juwita
NPM. 1511040238

Mengetahui,
Kepala SMP Negeri 2 Pubian,

DRS. SAJAR
NIP. 19660105 200003 1 002

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

For Control Class

Satuan Pendidikan	: SMP Negeri 2 Pubian
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII (Delapan) / I
Aspek/skill	: Membaca
Materi Pokok	: Recount Text
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang di lakukan /terjadi di waktu lampau,sesuai dengan konteks oenggunaan nya	3.12.1 Siswa mampu menerapkan struktue teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau . 3.12.2 Siswa mampu menyatakan dan menanyakan tindakan /kejadian yang di lakukan /terjadi di waktu lampau
4.14 Menangkap makna teks recount lisaan tertulis ,pendek dan sederhana tentang kegiatan ,kejadian , peristiwa	4.14.1 Siswa mampu menangkap makna yang terdapat dalam text recount yang di sajikan sejara lisan

	4.14.2 Siswa mampu menangkap makna yang terdapat dalam text recount tertulis
	4.14.3 Siswa mampu menangkap tentang kegiatan /peristiwa terjadi

C. Materi Pembelajaran

Recount Text

1. Definition of recount text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers.

2. Generic structure of recount

Orientation: introducing the participants, place and time.

Events: describing series of event that happened in the past.

Reorientation: it is optional. Stating personal comment of the writer to the story.

3. Language feature of recount

Introducing personal participants; I, my group, etc

Using chronological connection; then, first, etc

Using linking verb; was, were, saw, heard etc

Using action verb; look, go, change, etc

Using simple past tense

(+) Subject + was/were + complement

Example: He was the clever student

(-) Subject + was/were + not + complement

Example: He was not the clever student

(?) Was/were + subject + complement?

Example: Was he the clever student?

Note: was : digunakan untuk subject I, she, he, it

were : digunakan untuk subject you, we, they

Example:

The holiday had come. At first, I had no idea how to spend my free time. I had no plan because I knew my parents were very busy. My father was finishing his project, while my mother had to take care of my little sister. She was just five months.

Luckily, one of my friends, Zaky didn't have any plans either. So he came to my house nearly every day during the holiday. We did a lot of things.

On the first day, we went around the city by motorcycle. We stopped by at some malls in the city and enjoyed window shopping.

The next day, I taught Zaky how to play volleyball. It took three days for him to be able to do the service well.

We spent the last two days by visiting museums in our city: Ronggowarsito and Mandala Bakti Museum. We learned a lot from the things displayed in the museums.

D. Metode Pembelajaran

Guided Reading

E. Sumber Pembelajaran

- Buku teks yang relevan
- LKS
- Teks berbentuk recount

F. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan		
Salam tegur sapa		
Guru	Siswa	Waktu(menit)
<ul style="list-style-type: none">✓ Guru memberi salam (<i>greeting</i>).Guru memeriksa kehadiran siswa.✓ Guru mengulas kembali materi yang telah dipelajari sebelumnya.✓ Guru mengajukan pertanyaan tentang kaitan	<ul style="list-style-type: none">✓ Siswa menjawab salam.✓ Siswamendengarkan saat guru memeriksa daftar kehadiran.✓ Siswa menyimak dan mendengarkan penjelasan guru dengan seksama.	10

<p>antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</p> <p>✓ Guru menyampaikan tujuan pembelajaran.</p>	<p>✓ Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.</p> <p>✓ Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran</p>	
Kegiatan Inti		
Observing		
<p>✓ Guru memberikan penjelasan mengenai teks recount.</p> <p>✓ Guru memberikan contoh teks recount.</p> <p>✓ Guru menjelaskan dan memberikan contoh dari teks recount.</p> <p>✓ Guru meminta siswa untuk membaca kembali contoh teks recount.</p>	<p>✓ Siswa mendengarkan penjelasan guru mengenai teks recount.</p> <p>✓ Siswa memperhatikan arahan guru.</p> <p>✓ Siswa mendengarkan dan memahami penjelasan guru.</p> <p>✓ Siswa mengikuti perintah yang diberikan oleh guru.</p>	10
Questioning		
<p>✓ Guru mengundang siswa untuk bertanya tentang hal-hal yang kurang dipahami terkait teks recount</p> <p>✓ Guru membahas hal-hal yang kurang dipahami</p>	<ul style="list-style-type: none"> • Siswa diharapkan bertanya beberapa hal yang kurang jelas dan kurang dipahami terkait teks recount. • Siswa memperhatikan 	15

terkait teks recount bersama-sama	pembahasan yang diberikan oleh guru	
Exploring		
<ul style="list-style-type: none"> ✓ Guru memilih sebuah teks untuk pengenalan materi ✓ Guru mengenalkan teks tersebut untuk membantu pemahaman membaca , ✓ Guru meminta siswa untuk membaca text secara perlahan dan diam ✓ Guru mengajak siswa untuk berdiskusi mengenai teks , membimbing diskusi untuk meningkatkan pemahaman siswa ✓ Guru memperjelas point dari pembelajaran yang berdasarkan pada test. ✓ Guru menyatakan dengan jelas bahwa dengan pembelajaran ini dapat membantu siswa menjadi lebih flexibel dan efisien dalam pemecahan kata kata 	<ul style="list-style-type: none"> ✓ Siswa menerima sebuah teks yang telah diberikan oleh guru ✓ Siswa dikenalkan sebuah text untuk membantu membantu pemahaman ✓ Siswa membaca teks dengan perlahan ✓ Siswa berdiskusi mengenai text dan dibimbing oleh guru ✓ Siswa diharapkan memahami point dari pembelajaran yang berdasarkan teks Siswa diharapkan untuk dapat menjadi flexible dan efisien dalam pemecahan kata kata 	20
Associating		
<ul style="list-style-type: none"> ✓ Guru meminta siswa untuk menunjukkan bagaimana siswa mampu memahami teks recount dengan siswa 	<ul style="list-style-type: none"> ✓ Siswa mendiskusikan pemahaman mereka tentang teks recount dengan siswa lain dalam 	20

lain dalam kelompok kecil atau kelompok besar.	kelompok kecil atau kelompok besar.	
Communicating		
✓ Guru menanyakan pemahaman siswa tentang materi terkait teks recount.	✓ Siswa diharapkan mengajukan pertanyaan dan hal-hal ingin diketahui.	3
Penutup		
Refleksi		
<ul style="list-style-type: none"> ✓ Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari. ✓ Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Guru memberikan motivasi kepada siswa. ✓ Guru menutup pelajaran dan mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> ✓ Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari ✓ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ✓ Siswa mendengarkan motivasi yang diberikan oleh guru. ✓ Siswa menjawab salam perpisahan. 	7

G. Penilaian

Instrument soal: Recount text

Name :

Class :

Instruction!

- Read the text carefully and answer the question by crossing (X) on the correct answer a,b,c or d in the question sheet.

Questions!

Text Number 1-5

One morning, I got up with the feeling that the day was going to be unlucky one for me. Hoe right it was! I found that it was already 6.15 a.m.

I rushed into the bathroom then. I didn't see a piece of soap lying on the floor. I stepped on it and slipped, almost breaking my back in the process.

Then, I went into the dining room for my breakfast. I gulped down the tea without realizing that it was very hot. It burnt my tongue. I spat it out and couldn't eat anything because my tongue hurt. I got dressed and rushed to the bus stop.

Unfortunately, I just missed the bus. My heart sank and I knew that I would be late for school.

When I reached the school, my name was taken down by the teacher. The teacher scolded me for being late. To my humiliation, I was made to stand outside the class. I was so upset by the incidents that I couldn't study properly.

After school, I was on my way home when something hard hit me on the head. Someone had thrown a bag of fish bones out of the window and it landed on me! I was boiling with rage but could do nothing. However, luckily for me, this only raised a small lump on my head. I managed to reach home safe and sound, and didn't dare to go out again for the rest of the day

1. I found that it was already 6.15 a.m

The synonym of the underline word is....

- | | |
|------------|--------------|
| a. Morning | c. Night |
| b. Evening | d. Afternoon |
2. What the writer got in the dining room?

a. Breakfast	c. Soap
b. The tea	d. Bus
 3. Why the writer burnt his tongue?

a. Because he went to the dining room for breakfast
b. Because his tongue is hurt
c. Because he couldn't eat anything
d. Because he gulped the tea without realizing that it was very hot

4. Why the writer would be late for school?
 - a. He just missed the bust
 - b. He didn't see a piece of soap laying on the floor
 - c. He couldn't eat anything
 - d. Not written on the text
5. How did the teacher punish the writer?
 - a. The writer still follow the class
 - b. The writer got a point
 - c. The writer was made to stand outside the class
 - d. The teacher forgive the writer

H. Scoring

Setiap jawaban benar di beri pont 20 jika salah 0

Jumlah benar x poin = 100

20 x 5 = 100



Guru Mata Pelajaran

Pubian,2019
Mahasiswi

KARNI HANANI, S.Pd

NIP. 19910601 201903 2 007

Erlina Juwita

NPM. 1511040238

Mengetahui,
Kepala SMP Negeri 2 Pubian,

DRS. SAJAR

NIP. 19660105 200003 1 002

Appendix 9

Answer Key Exercise on Lesson Plan Experimental & Control Class

Lesson Plan 1				
1	2	3	4	5
B	A	C	B	A

Lesson Plan 2				
1	2	3	4	5
A	C	B	A	B

Lesson Plan 3				
1	2	3	4	5
A	A	D	A	C

Appendix 10

FORMULIR VALIDASI UNTUK READING TEST

Petunjuk:

Untuk setiap pertanyaan, silakan berikan tanggapan dengan tanda () pada sebuah kotak yang tersedia.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah indikator-indikator sudah mencakup aspek yang diukur?			
2	Apakah petunjuk pengerjaan sudah jelas?			
3	Apakah alokasi waktu sudah cukup?			
4	Apakah item nomor 2,11,20,41,49 sudah sesuai dengan aspek nomor 1?			
5	Apakah item nomor 5,10,17,22,36 sudah sesuai dengan aspek nomor 2?			
6	Apakah item nomor 1,9,19,21,38 sudah sesuai dengan aspek nomor 3?			
7	Apakah item nomor 4,15,27,29,43,44, sudah sesuai dengan aspek nomor 4?			
8	Apakah item nomor 16,25,26,28,30,35,37,48 sudah sesuai dengan aspek nomor 5?			
9	Apakah item nomor 3,7,24,39,45 sudah sesuai dengan aspek nomor 6?			
10	Apakah item nomor 13,14,23,32,33,34,42,47 sudah sesuai dengan aspek nomor 7?			
11	Apakah item nomor 6,8,12,18,31,40,46,50 sudah sesuai dengan aspek nomor 8?			

Komentar:

Silakan berikan tanggapan atau komentar dari anda dalam hal untuk mengembangkan test ini.

.....

.....

.....

Validator,

Karni Hanani, S.Pd
NIP. 19910601 201903 2 007

Appendix 11



PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
SMP NEGEGRI 2 PUBIAN
Sertifikat Akreditasi “B”SK 123/BAP-SM 12-LPG/2016



Jl. Impres Sangun Ratu, Kecamatan Pubiam Kabupaten Lampung Tengah 34176

Students' Name of Try Out Class

8.1

8.2

No	NISN	JK	Nama	No	NISN	JK	Nama
1	0051670022	P	Adelia Puspita Sari	1	0059840949	L	Bagus Triawan
2	0062049302	L	Adi Putra Jaya	2	0058416336	L	Baja Dian Pratama
3	0058766276	L	Aditya Brahma Yoga	3	0066337352	L	Candra Winata
4	0054619897	L	Ageng Adi Saputra	4	0057486848	L	Chiko Setiawan
5	0066991141	L	Agiel Tri Sentosa	5	0061983283	P	Clara Mutiara Sari
6	0055077854	L	Agung Pangestu	6	0051416019	L	Dadang Prayogi
7	0045794343	L	Agus Supriyono	7	0063762324	L	David Farendio
8	0048892359	L	Ahmad Basori	8	0055533846	L	Davit Ilham Syah
9	0051489196	L	Ahmad Mubarak	9	0069073234	P	Dea Puspitasari
10	0058558380	L	Ahmad Nur Hamdi	10	0054354836	P	Dea Rantika
11	0065540445	L	Ahmad Solehudin	11	0059531956	P	Defi Lestari
12	0063689049	L	Akas Febinio Dinata	12	0065532384	P	Della Amariska
13	0053742211	L	Alam Muta'al	13	0069163348	L	Dendra Arif Gunawan
14	0054732312	L	Alan Febiansah	14	0062988754	L	Deni Irawan
15	0052745993	L	Aldo Pratama Setiawan	15	0059365560	P	Destria Azizah
16	0065011558	L	Alfin Fauzi	16	0065135983	P	Devi Fitriyah
17	0066101752	L	Alfin Wahyu Pratama	17	0054260566	P	Dewi Lintang Kedasih
18	0057598157	L	Ali Mukti	18	0064326326	P	Dian Dihar Dini
19	0063212299	P	Alifa Dina Auliana	19	0068835928	L	Dicky Syahputra
20	0065489756	P	Amanda Khusnun Nadia	20	0052042142	P	Dini Febrianti
21	0066586883	L	Ananda Herdiansah	21	0064524366	L	Dino Eka Putra Setiawan
22	0069303818	P	Anatasia Lidya Meisa	22	0047186016	L	Doni Setiawan
23	0063632013	L	Andre Ade	23	0063954882	L	Dwi Aprizal Nur Putra
24	0061886680	L	Andri Febriyanto	24	0059333682	P	Dwi Novita Sari
25	0063676903	P	Anisa Putri	25	0062111974	L	Edo Kurnia Putra
26	0059160277	L	Anjar Dwi Safira	26	0052203043	L	Edo Vahriyandi
27	0066640519	P	Annisa Rahmawati	27	0069611004	L	Elan Sugiarto
28	0086209108	L	Arbi Maulana Adnani	28	0068220217	P	Elsa Pertiwi
29	0052134440	L	Arjuna Marsandinata	29	0053398910	P	Endin Kumala
30	0065786819	L	Arka Naufal Syafik	30	0055698778	P	Erna Agustina
31	0063700981	P	Asifatul Muna	31	0062785335	P	Eviana Ananda Putri
32	0078598185	P	Aura Ismi Anggita	32	0058737549	L	Fandi Wibowo

Appendix 12



PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 PUBIAN
Sertifikat Akreditasi "B" SK 123/BAP-SM 12-LPG/2016



Jl. Impres Sangun Ratu Kecamatan Pubiam Kabupaten Lampung Tengah 34176

Students' Name of Experimental Class

8.3

No	NISN	JK	Nama	Code
1	0066946770	P	Faraditha Putri	E1
2	0067271796	P	Fenti Rahayu	E2
3	0061367211	P	Fibri Tri Handayani	E3
4	0057866825	L	Fiki Aji Pratama	E4
5	0049466466	L	Firmansyah Wibowo	E5
6	0062688511	P	Fitri Tahta Alfina	E6
7	0057941672	L	Frendys Hadi Pratama	E7
8	0067016640	L	Hafizh Erlangga Dewantoro	E8
9	0063622157	L	Hendri Setiawan	E9
10	0051151410	P	Inayatun Nur Arifah	E10
11	0053087579	P	Indah Lestari	E11
12	0067597026	P	Intan Maulani	E12
13	0064942866	P	Ismiatul Faujiah	E13
14	0069574654	L	Jatmiko Ribara	E14
15	0056688929	L	Jhon Ardiyansyah	E15
16	0065846841	P	Keken Nita Nurmala	E16
17	0066146617	L	Kevin Bagas Pratama Adinata	E17
18	0054088887	P	Khoiriyah	E18
19	0063994118	P	Lailatul Istikomah	E19
20	0052516113	P	Lia Desti Anggraeni	E20
21	0058327190	P	Liberti Caniago	E21
22	0066639317	P	Lilis Setiyawati	E22
23	0051522684	L	M. Aji Fanes Fariski	E23
24	0057999717	L	Mada Hangtuah	E24
25	0068136562	P	Madu Rahayu	E25
26	0036585851	L	Malik Fajar	E26
27	0061720888	P	Maulina Noor	E27
28	0051327506	P	Maya Amelia Rahmadani	E28
29	0069812551	P	Maya Evi Apriliya	E29
30	0058000878	L	Mei Linda Sari	E30
31	0065831010	P	Mei Rusalinda	E31
32	0063554910	P	Mifa Trianova	E32

Appendix 13



PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 PUBIAN
Sertifikat Akreditasi "B" SK 123/BAP-SM 12-LPG/2016



Jl. Impres Sangun Ratu Kecamatan Pubiam Kabupaten Lampung Tengah 34176

Students' Name of Control Class

8.4

No	NISN	JK	Nama	Code
1	0055438441	P	Mila Agustina	C1
2	0068851013	L	Muhamad Afiq Al Yudha	C2
3	0059114324	L	Muhamat Irvan	C3
4	0065681933	L	Muhni Hami Durofiq	C4
5	0066867927	P	Nadin Ela Purnama	C5
6	0051245446	L	Naufal Atha Wardhana	C6
7	0061781414	P	Ninda Sifa Riadi	C7
8	0064733611	P	Nova Adelia Citra	C8
9	0058231901	L	Nova Alan Biya Fatir	C9
10	0065502640	L	Nova Saputra	C10
11	0047868457	L	Noval Satria Subing	C11
12	0055224800	P	Novelisa	C12
13	0056363892	P	Novia Sagita	C13
14	0066190170	P	Novita Sari	C14
15	0061423254	P	Nur Hidayatus Solehah	C15
16	0062739218	P	Nur Leni	C16
17	0062185946	P	Nurbati Rahma	C17
18	0054012451	L	Oki Setiawan	C18
19	0056409410	L	Pramudya Maulana Yusuf	C19
20	0057336086	P	Prima Intan Fitriana	C20
21	0056572789	L	Raffy Al Fasya	C21
22	0065758532	L	Ramadani	C22
23	0056593342	P	Rani Karismatul Hikmah	C23
24	0053449803	L	Regi Argadinata	C24
25	0053792337	L	Rendi Pratama	C25
26	0076671165	L	Rendika Elfansyah	C26
27	0078815601	L	Reval Aji Pratama	C27
28	0068549873	P	Reza Lufika	C28
29	0053547341	L	Rhicho Ahmad Ferdian	C29
30	0068424933	P	Ria Amelia	C30
31	0053709411	P	Ria Puspita Sari	C31
32	0064278088	P	Ribi Andini	C32

Appendix 14

THE INSTRUMENT FOR PRE-TEST (After Validity)

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Waktu : 60 Menit

Instruction:

- Read the text carefully and answer the question by crossing (X) on the correct answer a,b,c or d in the answer sheet.

Questions!

Text for numbers 1-2

I spent the last vacation in Bali with my father, mother, and my sister. We left Semarang at 12.45.

At 7 in the evening, we arrived at Ngurah Rai and directly went to the hotel. The hotel was amazing. Inna Grand Bali Hotel was a big hotel. It's about 5 hectares and located next to Sanur Beach. It only took three minutes walking from the hotel to reach the beach. My sister and I went to the beach every morning.

We spent the first day in Bali by enjoying our stay in the hotel. We did some exercise in a gym and swam in hotel's swimming pool.

On the second day, we were picked by minibus and went to Tanjung Benoa Harbour. Then, we took a boat to Nusa Penida Island. We had a great tour at Nusa Penida. First, we visited Toyapakeh village. We were amazed by this unique Balinese village. After that, we snorkeled in the sea. The fish and coral were stunning! Late in the evening, we went back to our hotel in Denpasar.

The following day, we went shopping at Sukowati. My mom bought a lot of Balinese clothing. I bought a small painting for my bedroom. My sister decided to buy some necklaces made of shells. She said she wanted to give them as souvenir for her friends. Finally, we flew back to Semarang in the afternoon.

It was one of the nicest vacations I have ever take.

1. What happened in Nusa Penida Island?
 - a. We had a great tour
 - b. We arrived at Ngurah Rai

- c. We went shopping
- d. My sister decided to buy some necklaces made of shells
- 2. Who is the name of mother?
 - a. Siska
 - b. Jenny
 - c. Not written in the text
 - d. Jessica

Text for numbers 3

Last month, Salma and her parents were on holiday in Singapore. It was Salma's first visit, but her parents had been to Singapore several times for business.

The first place of interest they went to was the Singapore zoo. They enjoyed watching the animals and had close encounter with them.

The next day, they visited Chinatown Point. They shopped lots of clothing made of silk. Then they visited the Mandai Orchid Garden. They were thrilled to see orchids of different colors.

They really enjoyed their stay in Singapore.

- 3. What animals they see at the Singapore Zoo?
 - a. Monkey
 - b. Snake
 - c. Elephant
 - d. Not written in the text

Text for number 4-5

The holiday had come. At first, I had no idea how to spend my free time. I had no plan because I knew my parents were very busy. My father was finishing his project, while my mother had to take care of my little sister. She was just five months.

Luckily, one of my friends, Zaky didn't have any plans either. So he came to my house nearly every day during the holiday. We did a lot of things.

On the first day, we went around the city by motorcycle. We stopped by at some malls in the city and enjoyed window shopping.

The next day, I taught Zaky how to play volleyball. It took three days for him to be able to do the service well.

We spent the last two days by visiting museum in our city: Ronggowarsito and Mandala Bakti Museum. We learned a lot from the things displayed in the museums.

- 4. Who is the name the writer?
 - a. Zaky
 - b. Not written in the text
 - c. Dandy
 - d. Deny

5. "I had no plan" (paragraph 1)

The synonym of the underline word is...

- | | |
|---------------|------------|
| a. Met | c. Excited |
| b. Interested | d. Agenda |

Text for numbers 6-7

Last week, Rehan's class had a field trip to Kampoeng Wisata Taman Lele. There were twenty five students and two teacher visiting the park. They were there by bus.

At Kampoeng Wisata Taman Lele, Rehan and his friends saw many kinds of animals. There were crocodiles, deer, monkeys, and of course, catfish. Rehan was amazed to see so many catfish in the pond. The catfish almost covered the surface of the water.

Rehan and his friends also enjoyed riding water bedicab and taking flaying fox. At the end of their visiting, the teacher asked them to gather at the restaurant in the park and they had lunch together. The meal was delicious. After lunch, the teacher asked them to write about their trip to Kampoeng Wisata Taman Lele. They had to submit the composition would get two free tickets to Taman Lele.

Rehan and his friends cheered loudly. It would be nice to get free tickets and visit the Kampoeng Wisata Taman Lele again.

6. Why the teacher asked them together at the restaurant in the park?

- | |
|--|
| a. Because they had lunch together |
| b. Because Rehan and his friends also enjoyed riding water bedicab |
| c. Because Rehan and his friends saw many kinds of animals |
| d. Because Rehan and his friends cheered loudly |

7. Rehan was amazed (paragraph 2)

The underlined word synonym is...

- | | |
|--------------|---------------|
| a. Wonder | c. Very happy |
| b. Very good | d. Excited |

Text for numbers 8-9

Last year, I spent my vacation in my aunt's house. She lives behind one of the hills in Boyolali. I went there with my brother, Yoga. We took a bus from Semarang and got of at Solo bus station. My aunt had waited for us there. She then took us to her house in Selo. This place is farmhouse for its beautiful scenery.

The journey to Selo was thrilling. We had to climb the hill. The street was twisted here and there. Moreover, it was foggy than afternoon. So, I could only see few meters in front of me. Luckily, my aunt was a good driver. She did it very well.

We arrived at my aunt's house at seven o'clock in the evening. The place was completely dark. It was also very cold. Yoga and I refused to take a bath although my aunt said she had prepared hot water for us.

At night, we went to want to one of the hills there. There was an offering ceremony. The villagers offered a buffalo head for the Mount Merapi. People were dancing and singing during the ceremony. They wore Javanese costumers. Yoga and I enjoyed the performance. We wore very thick jackets because it was very cold.

8. Why did the writer refuse to take a bath?
 - a. Because the weather was very cold
 - b. Because it was hard to get hot water
 - c. Because the night was warm and cozy
 - d. Because he could not wait to see the performance
9. How did the writer keep his body warm?
 - a. By wearing a jacket
 - b. By putting on his socks
 - c. By taking a bath in hot water
 - d. By sleeping under a thick blanket

Text for numbers 10-11

Yesterday was school's Sports day. Maya took park in the 400 meters hurdles. She had been training for three for three full months because represented her class team. She hoped to win a gold medal.

Maya was very nervous at the starting point. As soon as the gun shouted, everyone started running. Maya run as fast as she could and jumped over the hurdles well. She was leading. However, just before she reached the finish line, she suddenly twisted her ankle. Kneeling on the tracks, Maya cried out. Many of her friends and teacher who saw what happened quickly came to help her. Mr. Imam, her P.E teacher, quickly bandaged her ankle and set her down on a beach. Everyone was worried and asked her how she was.

Though Maya did not win the race, she was pleased to know that she had so many friends who cared about her.

10. Maya had been training for three full month because...

- a. Maya was very nervous
- b. Represented her class team
- c. Yesterday was school's sports day
- d. She suddenly twisted her ankle

11. From the text we know that....

- a. Maya was very sad because she did not win the race
- b. Maya had practiced for three month for the race
- c. Maya finally won the race
- d. Nobody helped Maya

Text for numbers 12

I got terrible day today. Early in the morning, I got up with a pain on one of my teeth. I directly remembered that I forgot to brush my teeth last night.

When mom knocked on my door, I could not open the door. I stayed on my bed holding my cheek. Mom open the door, and ask me what happened. I told her that I got terrible toothache. She gave an aspirin to relieve my pain. Then she asked me to get dressed and then called the dentist.

I cried loudly and refused to go to the dentist. I was so scared. My mom insisted me to go, but I refused it. Finally, mom called the dentist to cancel the appointment.

Soon, I regretted my decision because the pain on my tooth became worse. I promised to my mom to go to the dentist tomorrow.

12. What is the best title of the story?

- a. Terrible day
- b. Terrible toothache
- c. Dentist
- d. Stayed on my bed

Text for number 13-14

On Saturday morning, I was walking down Sunda Street to look for a record store. Suddenly, a man stopped me and asked me about the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I took him to the end of Sunda Street.

In the way to the Hotel, I keep on sure that I knew his face before. His face looked so familiar for me, but I was in silent. When we finally reach the hotel, he said good bye and thanked to me then tried to give me something. I thought it was money. So I said 'no' at first, but he really wanted me to have it, so I took it.

After leaving him, I went to the record store then listened a few records. I was surprised then, D' Masive had a new record that was number two in the top twenty! That's why, I decided to buy it. But when I looked in my bag for my wallet and found a piece of paper the man gave me, I saw there was a photo the man that I had met in Sunda Street several minutes ago. How surprised it was! He was a singer in D'Masive!

13. The part of orientation is shown in the

- a. First sentence of first paragraph
- b. Second sentence of the third paragraph
- c. Third sentence of the last paragraph
- d. Last sentence of the last paragraph

14. Based on the text above, these statements are incorrect, except...

- a. The singer of D'Masive got surprised meeting the writer
- b. The man suddenly hit the writer when he passed Sunda Street
- c. The writer didn't realize that he met the singer of D'Masive
- d. There was the writer's favorite singer in the record store

Text for number 15-17

Yesterday, my neighbor came to my house. He said that he would go climbing for three days. That was he asked me to take care his beloved cat for a while. Then I accepted his request. All day long, I was in my room playing with his cat. I was afraid it would leave the house, so I kept it on my room. At 07.00 pm, I was really hungry. I came in the kitchen and I found nothing for dinner. Because of that, I decided to go out to buy something to eat. When I arrived at home, the door was open. I was quite shocked. I ran into the house then found my mother was sitting on the chair in living room. Finally, I felt so relieved. But when I walked to my room, my eyes found the door was open also! Once again, my heart beat so fast. I came in but I could not see the cat. I searched it every part of my house, but I found nothing. It was gone!

15. How long did the writer's neighbor go climbing?

- a. 3 days
- c. 13 days

- Text for number 18-21**

18. What the writer got in the dining room?

a. Breakfast c. Soap

b. The tea d. Bus

19. How did the teacher punish the writer?

- a. The writer still follow the class
- b. The writer got a point
- c. The writer was made to stand outside the class
- d. The teacher forgive the writer

20. Where is the event 1 from the passage?

- a. First paragraph
- b. Second paragraph
- c. Third paragraph
- d. Last paragraph

21. an unlucky one for me (paragraph 1)

The synonym of the underline word is?

- a. Bad
- b. Good
- c. Happy
- d. Pretty

Read the text to answer question number 22-23

Last autumn I was in India during Diwali, the “Festival of Lights” which takes place every year to celebrate the victory of good over evil. This festival lasts for five days and is held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the walls and floors. They bought beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of Diwali, every home and temple was decorated, inside and outside, with lovely clay lamps and colorful candles. After dark, the whole neighborhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.

Diwali is a deeply moving festival. I am very grateful I had the chance to share in this celebration of peace and harmony. I have fond memories of the experience, and in particular I will never forget how friendly and generous people were.

Adapted From : <http://pak-anang.blogspot.com/Soal-Pengayaan-Bahasa-Inggris-SMP-UN 2013>

22. When is Diwali held?

- a. In Autumn
- b. Every year
- c. First week of December
- d. End of October

23. The writer feels that Diwali is a...festival.

- | | |
|----------------|----------------|
| a. frightening | c. fascinating |
| b. peaceful | d. moving |

Read the text carefully and answer questions 24-25

Iwan went to Jakarta two weeks ago. He went to Monas. There he used a lift to get to the top and he enjoyed the beauty of Jakarta from there. Then, he took a bus to Taman Mini Indonesia Indah. He visited the museum of science and technology. He also watched a film in Keong Mas Theatre. After that he went to Ancol. He saw people riding jet-sky. He rode a cable car there. Finally, he went home. He felt tired but happy.

Adapted From: <http://smpnegeri1cipongkor.blogspot.co.id/2013/02/berlatih-soal-recount-text.html>

24. Which of the following statement is NOT TRUE according to the text?

- | | |
|-------------------------|--|
| a. Iwan went to Jakarta | c. He visited the museum of science and technology |
| b. Iwan went to Monas | d. Iwan visited Lampung |

25. Finally, he went home. He felt tired but happy.

The **underlined** word has synonym to....

- | | |
|----------|----------|
| a. House | c. Villa |
| b. Villa | d. Café |

Appendix 15

THE INSTRUMENT FOR POST TEST (After Validity)

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Waktu : 60 Menit

Instruction:

- Read the text carefully and answer the question by crossing (X) on the correct answer a,b,c or d in the answer sheet.

Questions!

Text for number 1

That morning, I went dressed as usual. I was about leaving for school when I noticed that my shoes were filthy. I went back inside to polish them. Staying home those five extra minutes probably saved my life.

When I came outside again, I heard somebody yelled, “Tsunami!” I thought it was joke. But, then I look up and saw a huge wall of dirty water. My mother pushed me inside and slammed the door, just as the wave struck our house. It felt like we’d been hit by train.

Through the windows, we could see people floating by holding into whatever they could. A boy was clinging to piece of lumber. It was a nightmare for everyone of us.

Our family was fortunate, and I’m not nervous about tsunamis anymore. But when my family wanted to move to another town, I told my mother, “we’re not living at the beach. We’re going to live in the mountains!”

1. What is the story tell about?
 - a. Tsunami
 - b. Going to live in the mountains
 - c. My mother pushed me inside and slammed
 - d. About leaving for school

Text for number 2-3

The holiday had come. At first, I had no idea how to spend my free time. I had no plan because I knew my parents were very busy. My father was finishing his project, while my mother had to take care of my little sister. She was just five months.

Luckily, one of my friends, Zaky didn’t have any plants either. So he came to my house nearly every day during the holiday. We did a lot of things.

On the first day, we went around the city by motorcycle. We stopped by at some malls in the city and enjoyed window shopping.

The next day, I taught Zaky how to play volley ball. It took three days for him to be able to do the service well.

We spent the last two days by visiting museum in our city: Ronggowarsito and Mandala Bakti Museum. We learned a lot from the things displayed in the museums.

2. Who is the name the writer?
 - a. Zaky
 - b. Not written in the text
 - c. Dandy
 - d. Deny
3. What is the story tell about?
 - a. My holiday
 - b. No idea
 - c. We did a lot of things
 - d. We stopped by at some malls

Text for number 4

Last holiday, my family and I spent one night at the countryside. We stayed in a small house, it had a big garden with lost of colorful flowers and a swimming pool.

First, we made a fire in front of the house. Then we sad around the fire and sang together. We were all very happy. After that, we came into the house and had dinner. All of us had a good time. Finally everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon, we went home.

4. We were all very happy (paragraph 2)
The underlined above refer to?
 - a. Small house
 - b. Family
 - c. Everybody
 - d. I and my family

Text for number 5-7

On Saturday morning, I was walking down Sunda Street to look for a record store. Suddenly, a man stopped me and asked me about the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I took him to the end of Sunda Street.

In the way to the Hotel, I keep on sure that I knew his face before. His face looked so familiar for me, but I was in silent. When we finally reach the hotel, he said good bye and thanked to me then tried to give me something. I thought it was money. So I said 'no' at first, but he really wanted me to have it, so I took it.

After leaving him, I went to the record store then listened a few records. I was surprised then, D' Masive had a new record that was number two in the top twenty! That's why, I decided to buy it. But when I looked in my bag for my wallet and found a piece of paper the man gave me, I saw there was a photo the man that I had met in Sunda Street several minutes ago. How surprised it was! He was a singer in D'Masive!

5. The type of the text above is....
 - a. Narrative text
 - b. Recount text
 - c. Descriptive text
 - d. Explanation text
6. What happened in Sunda Street...
 - a. The writer see Hyatt Hotel
 - b. The man suddenly give a money
 - c. The writer suddenly met a man
 - d. The man say good bye to the writer
7. Based on the text above, these statements are incorrect, except...
 - a. The singer of D'Masive got surprised meeting the writer
 - b. The man suddenly hit the writer when he passed Sunda Street
 - c. The writer didn't realize that he met the singer of D'Masive
 - d. There was the writer's favorite singer in the record store

Text for number 8-9

Last month, Jenny went to the circus Edison and Shawn.

First, they saw the seals perform. The seals balanced themselves on tires and rolled round the ring. A seal on a stool balanced an umbrella on its nose. After that, the trainer fed them with fish.

The next show was the knife- throwing act. Jenny was afraid it, so she covered her eyes with her hands. Not long after, it was the lion's act. It was the most exciting performance. The lion jumped through the burning hoops. Everyone held their breath when the lion trainer put his head into the lion's mouth.

Finally, it was the clown's act. Jenny and her brothers liked the clown's act best. They look funny with their painted faces and baggy costumers. One of them own a pail at Jenny. She screamed! Scraps of paper flew out the pail and the audience laughed.

At the end of the show, everyone clapped loudly.

8. What color of the lions in the circus?
- a. White
 - b. Brown
 - c. Black
 - d. Not written in the text
9. What is the best title to the story?
- a. The circus
 - b. They saw the seals perform
 - c. Jenny was afraid
 - d. Trainer fed then fish

Text for number 10

Yesterday was school's Sports day. Maya took part in the 400 meters hurdles. She had been training for three for three full months because represented her class team. She hoped to win a gold medal.

Maya was very nervous at the starting point. As soon as the gun shouted, everyone started running. Maya ran as fast as she could and jumped over the hurdles well. She was leading. However, just before she reached the finish line, she suddenly twisted her ankle. Kneeling on the tracks, Maya cried out. Many of her friends and teacher who saw what happened quickly came to help her. Mr. Imam, her P.E teacher, quickly bandaged her ankle and set her down on a bench. Everyone was worried and asked her how she was.

Though Maya did not win the race, she was pleased to know that she had so many friends who cared about her.

10. From the text we know that....
- a. Maya was very sad because she did not win the race
 - b. Maya had practiced for three month for the race
 - c. Maya finally won the race
 - d. Nobody helped Maya

Text for number 11-12

Yusuf went to Marina circuit in the morning to join a car race. He arrived at seven and directly checked up his engine. The race started at eight. At first he led the race, but it wasn't long because suddenly another car hit his car from behind. He lost the race and his car was broken. He was very disappointed.

11. What is the color of the car?
- a. Red
 - b. Black
 - c. Yellow
 - d. Not written in the text

12. At first he led the race

The underlined word refers to?

- a. Yusuf
- b. Andi
- c. Mike
- d. Zaky

Text for number 13

It was Saturday, August 23rd our school was holding a special event. It was called the “performance day”.

At 9 a.m the event started. Every student was taking part in the event. Some students were joining a chess competition and some others were taking part in face painting. I was working with my team. We were doing an experiment with some clay. The “performance day” finish at 2 p.m we were all happy. We had a good time.

13. Why some students were joining a class competition?

- a. Because it was performance day
- b. Because it was good time
- c. Because we were doing an experiment
- d. Because we were all happy

Text for number 14-16

One day, my English teacher asked me to demonstrate how to sharpen a pencil in front of the class. I walked quickly to the front of the classroom. Then my teacher handed me a sharpener and pencil. I was very nervous. I held the pencil on my right hand and the sharpener on the left hand. After that, I tried to insert the pencil into the hole. But I missed the hole because my hands were trembling nervously. I tried again. Still, I missed it. My friends laughed at me. I became more and more nervous. My teacher smiled and said, “Relax! Don’t be nervous!”.

I finally could finish it and I felt relieved. When I wanted to go back to my seat, my teacher gave her right hand to me. I quickly took it and shook her hand. But then she said, “No, Adi, I want you to give me back the pencil and the sharpener”. My face turned red for the second time and my friends could not stop laughing at me. I was so embarrassed.

14. What is the main idea of the second paragraph?

- a. The writer did the task nervously
- b. The writer missed his friends
- c. The writer felt embarrassed for the second time

- d. The writer's friends are happy
- 15. Why did the writer fail to insert the pencil into the hole?
 - a. Because the pencil could not find the hole
 - b. Because the pencil was dull
 - c. Because his hands were trembling
 - d. Because he was sick
- 16. Who is name of the writer?
 - a. Not written in the text
 - b. Adi
 - c. Joe
 - d. Shella

Text for number 17-18

I spent the last vacation in Bali with my father, mother, and my sister. We left Semarang at 12.45.

At 7 in the evening, we arrived at Ngurah Rai and directly went to the hotel. The hotel was amazing. Inna Grand Bali Hotel was a big hotel. It's about 5 hectares and located next to Sanur Beach. It only took three minutes walking from the hotel to reach the beach. My sister and I went to the beach every morning.

We spent the first day in Bali by enjoying our stay in the hotel. We did some exercise in a gym and swam in hotel's swimming pool.

On the second day, we were picked by minibus and went to Tanjung Benoa Harbour. Then, we took a boat to Nusa Penida Island. We had a great tour at Nusa Penida. First, we visited Toyapakeh village. We were amazed by this unique Balinese village. After that, we snorkeled in the sea. The fish and coral were stunning! Late in the evening, we went back to our hotel in Denpasar.

The following day, we went shopping at Sukowati. My mom bought a lot of Balinese clothing. I bought a small painting for my bedroom. My sister decided to buy some necklaces made of shells. She said she wanted to give them as souvenir for her friends. Finally, we flew back to Semarang in the afternoon.

It was one of the nicest vacations I have ever take.

- 17. What happened in Nusa Penida Island?
 - a. We had a great tour
 - b. We arrived at Ngurah Rai

- c. We went shopping
- d. My sister decided to buy some necklaces made of shells

18. Who is the name of mother?

- a. Siska
- b. Jenny
- c. Not written in the text
- d. Jessica

Text for number 19-20

Last year, I spent my vacation in my aunt's house. She lives behind one of the hills in Boyolali. I went there with my brother, Yoga. We took a bus from Semarang and got off at Solo bus station. My aunt had waited for us there. She then took us to her house in Selo. This place is famous for its beautiful scenery.

The journey to Selo was thrilling. We had to climb the hill. The street was twisted here and there. Moreover, it was foggy than afternoon. So, I could only see few meters in front of me. Luckily, my aunt was a good driver. She did it very well.

We arrived at my aunt's house at seven o'clock in the evening. The place was completely dark. It was also very cold. Yoga and I refused to take a bath although my aunt said she had prepared hot water for us.

At night, we went to one of the hills there. There was an offering ceremony. The villagers offered a buffalo head for the Mount Merapi. People were dancing and singing during the ceremony. They wore Javanese costumes. Yoga and I enjoyed the performance. We wore very thick jackets because it was very cold.

19. Why did the writer refuse to take a bath?

- a. Because the weather was very cold
- b. Because it was hard to get hot water
- c. Because the night was warm and cozy
- d. Because he could not wait to see the performance

20. They wore Javanese costume." (paragraph 4)

- a. The viewers
- b. The villagers
- c. The writer and his aunt
- d. The writer and his brother

Text for number 21

I had one unforgettable experience. It happened when I was in high school.

One day, I was called for a meeting. All teachers and my friends were scowling at me. The teacher even punished me and asked me to stand on a chair with my eyes closed in the middle of the school yard. I had no idea why they were being so cruel to me. I was so sad that I couldn't help crying.

Then suddenly, I heard my teachers and friends sang "Happy Birthday". After that, they showered me with water until I was shocking wet. Next they took me to my class. My classmates congratulated me and gave me presents. I was very surprised. I'll never forget that moment.

21. Why I was so sad that couldn't have crying?

- a. Because the teacher even punished me
- b. Because I heard my teacher and friends sang "Happy Birthday"
- c. Because they showered me with water
- d. Because I was very surprised

Text for number 22-23**FIRECRACKERS**

When I was kid, I had a friend who liked to play with firecrackers. His name was Bono.

One day, Bono and his friends were playing in the field. One of Bono's friends brought an empty biscuit can. He then covered the firecrackers exploded, the can bounced up in the air. Bono's friends were all impressed and Bono got very excited. He wanted to impress his friends, too.

Not far from there, Bono saw a big piece of cow manure. He put a firecracker on it, which made the manure. He put firecracker on it, which made on the manure look like a birthday cake. When the firecracker exploded, the cow manure was splattered all around. When he turned around, his friends laughed at him so hard that he cried: the cow manure was all over his face!

22. Who liked to play firecrackers?

- a. Bono
- b. The writer
- c. The writer's friends
- d. Bono and the writer

23. What the story tell about?

- a. Play firecrackers
- b. Bono get very excited
- c. Playing into field
- d. Brought an empty biscuit can

Text for numbers 24-25

Last week, I and my dad went to a store. We went there to buy some candies. In the store, the candies looked so good. I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies. It was yummy. I hope we come back soon.

Adapted From: <https://ghazimuharam.wordpress.com/2013/12/18/soal-bahasa-inggris-sltptmtssmp-kelas-viii-semester-gasal/>

24. What is the main idea from the text ?

- | | |
|-----------------------------|----------------------------|
| a. My dad and I buy candies | c. The Candy shop |
| b. I go the candy shop | d. I go to the candy store |

25. Which of the following is implied in the passage?

- | | |
|-----------------------------|---------------------------|
| a. the writer liked ball | c. The writer liked candy |
| b. the writer liked balloon | d. the writer liked mom |

Appendix 16

Answer Key's The Instrument for PRE-TEST (After Validity)

1. A	11. A	21. D
2. C	12. B	22. B
3. D	13. A	23. A
4. B	14. A	24. D
5. D	15. C	25. A
6. A	16. B	
7. A	17. A	
8. A	18. C	
9. A	19. C	
10. B	20. A	

Answer Key's The Instrumet for POST-TEST (After Validity)

1. A	11. A	21. A
2. B	12. D	22. A
3. A	13. A	23. A
4. A	14. A	24. D
5. D	15. C	25. C
6. B	16. C	
7. A	17. B	
8. D	18. A	
9. A	19. C	
10. C	20. A	

Appendix 17

Result Validity of Pre-Test

Appendix 18

Result Validity of Post-Test

Appendix 19**Students' Score of Pre-Test and Post-Test in Experimental Class (8.3)**

VIII 3				
NO	Name Code	Pre-Test	Post-Test	Gain Score
				(Pre-Test, Post Test)
1	E1	52	76	24
2	E2	56	84	28
3	E3	60	72	12
4	E4	52	84	32
5	E5	60	84	24
6	E6	52	76	24
7	E7	52	72	20
8	E8	52	68	16
9	E9	60	88	28
10	E10	48	72	24
11	E11	52	84	32
12	E12	52	80	28
13	E13	60	76	16
14	E14	52	80	28
15	E15	48	72	24
16	E16	56	76	20
17	E17	60	88	28
18	E18	56	72	16
19	E19	48	88	40
20	E20	60	76	16
21	E21	48	76	28
22	E22	48	92	44
23	E23	56	72	16
24	E24	60	84	24
25	E25	56	72	16
26	E26	56	84	28
27	E27	56	76	20
28	E28	52	88	36
29	E29	52	80	28
30	E30	56	76	20
31	E31	60	80	20
32	E32	60	88	28

Appendix 20**Students' Score of Pre-Test and Post-Test in Control Class (8.4)**

VIII 4				
No	Name Code	Pre-Test	Post-Test	Gain Score
				(Pre-Test, Post Test)
1	C1	48	80	32
2	C2	56	88	32
3	C3	48	76	28
4	C4	52	80	28
5	C5	60	84	24
6	C6	52	76	24
7	C7	56	80	24
8	C8	52	76	24
9	C9	52	80	28
10	C10	48	72	24
11	C11	52	80	28
12	C12	56	84	28
13	C13	56	88	32
14	C14	52	72	20
15	C15	48	80	32
16	C16	56	68	12
17	C17	56	72	16
18	C18	56	80	24
19	C19	52	84	32
20	C20	56	76	20
21	C21	56	72	16
22	C22	48	64	16
23	C23	56	72	16
24	C24	60	80	20
25	C25	56	76	20
26	C26	56	72	16
27	C27	56	72	16
28	C28	52	80	28
29	C29	48	76	28
30	C30	56	76	20
31	C31	60	68	8
32	C32	52	84	32

Appendix 21

The Result of the Pre-Test in Experimental Class

Statistics

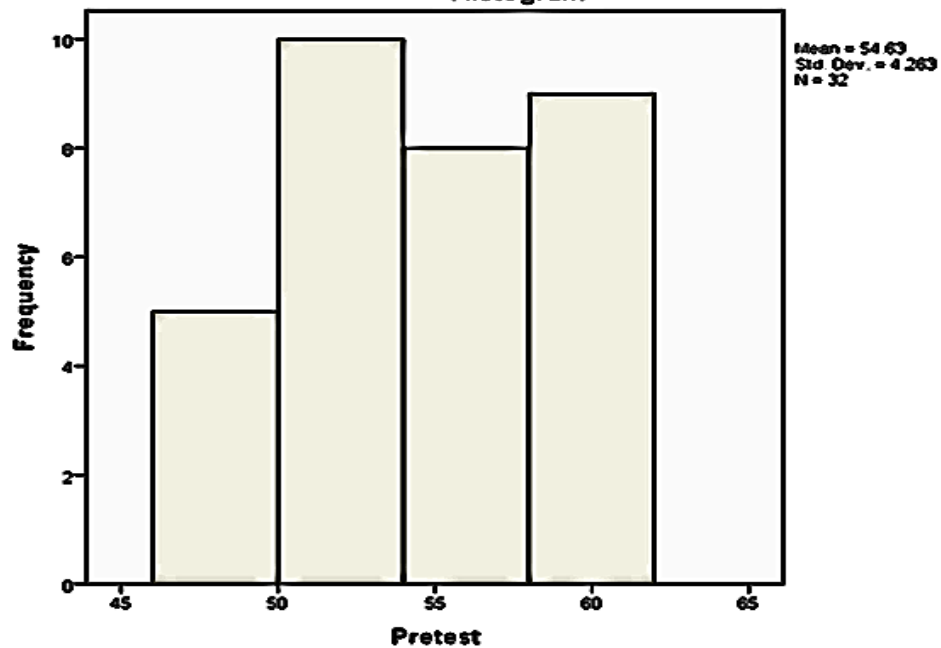
Pretest

N	Valid	32
	Missing	0
Mean		54.63
Median		56.00
Mode		52
Std. Deviation		4.263
Variance		18.177
Minimum		48
Maximum		60

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
48	5	15.6	15.6	15.6
52	10	31.3	31.3	46.9
Valid 56	8	25.0	25.0	71.9
60	9	28.1	28.1	100.0
Total	32	100.0	100.0	

Histogram



Appendix 22

The Result of the Post-Test in Experimental Class

Statistics

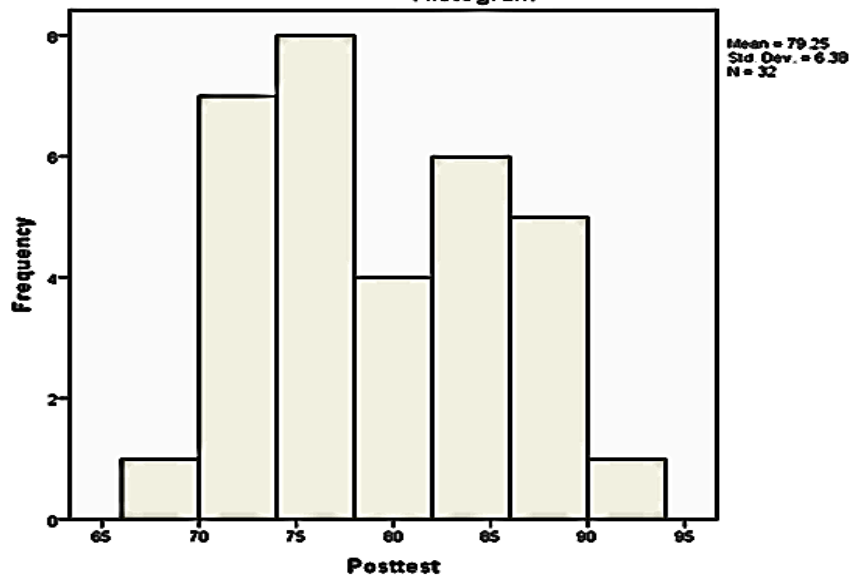
Posttest

N	Valid	32
	Missing	0
Mean		79.25
Median		78.00
Mode		76
Std. Deviation		6.380
Variance		40.710
Minimum		68
Maximum		92

Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
68	1	3.1	3.1	3.1
72	7	21.9	21.9	25.0
76	8	25.0	25.0	50.0
80	4	12.5	12.5	62.5
84	6	18.8	18.8	81.3
88	5	15.6	15.6	96.9
92	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Histogram



Appendix 23

The Result of the Pre-Test in Control Class

Statistics

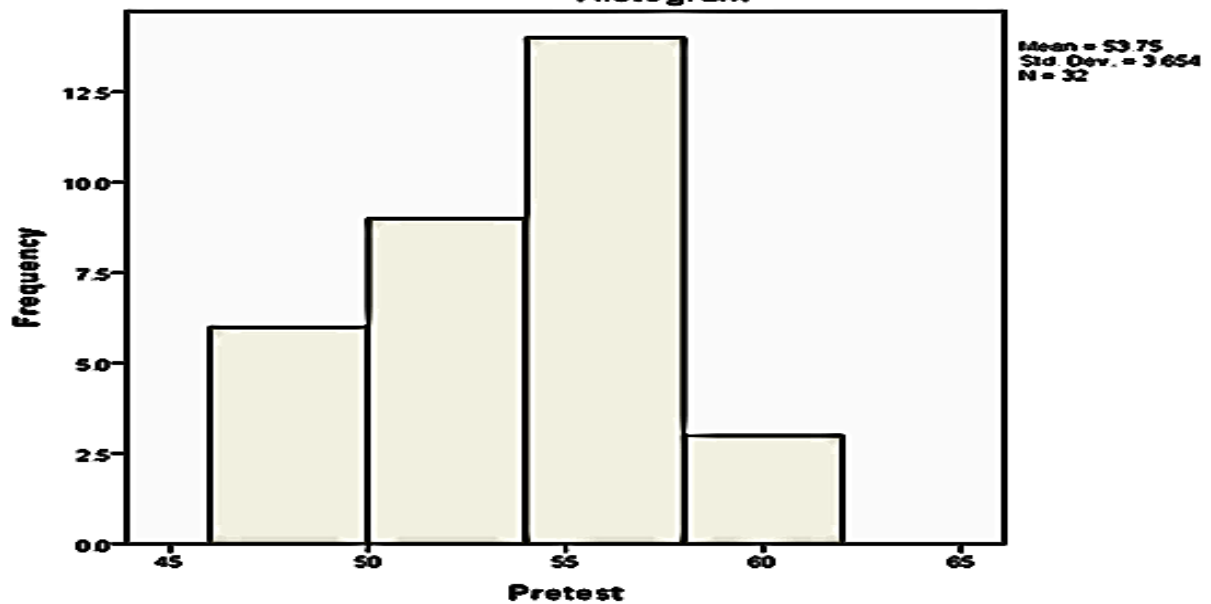
Pretest

N	Valid	32
	Missing	0
Mean		53.75
Median		56.00
Mode		56
Std. Deviation		3.654
Variance		13.355
Minimum		48
Maximum		60

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
48	6	18.8	18.8	18.8
52	9	28.1	28.1	46.9
Valid 56	14	43.8	43.8	90.6
60	3	9.4	9.4	100.0
Total	32	100.0	100.0	

Histogram



Appendix 24

The Result of the Post-Test in Control Class

Statistics

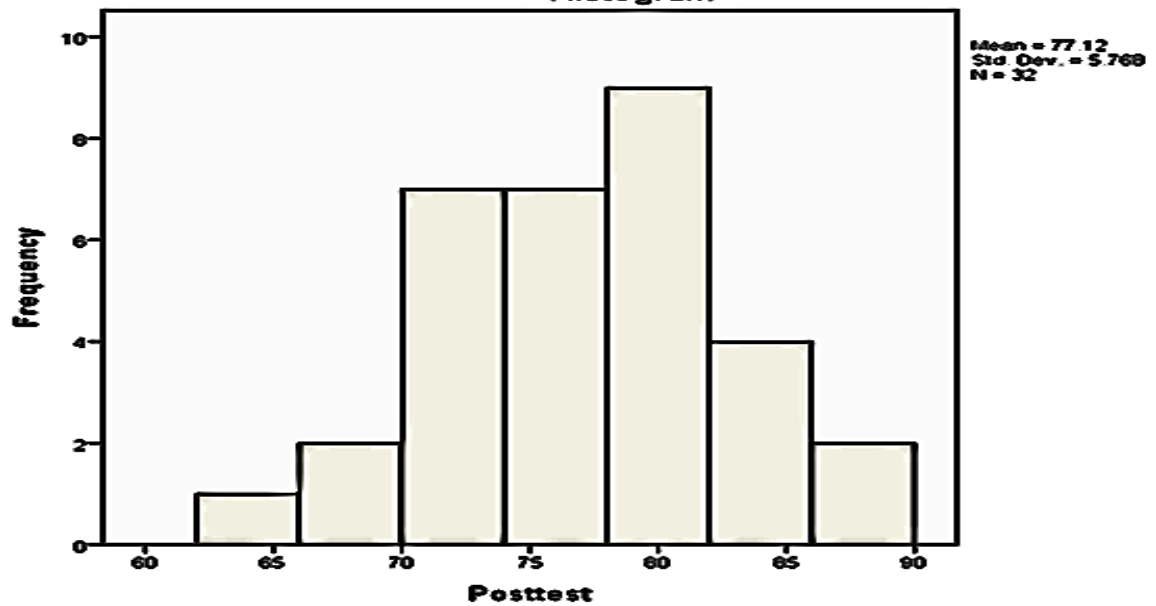
Posttest

N	Valid	32
	Missing	0
Mean		77.13
Median		76.00
Mode		80
Std. Deviation		5.768
Variance		33.274
Minimum		64
Maximum		88

Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
64	1	3.1	3.1	3.1
68	2	6.3	6.3	9.4
72	7	21.9	21.9	31.3
76	7	21.9	21.9	53.1
80	9	28.1	28.1	81.3
84	4	12.5	12.5	93.8
88	2	6.3	6.3	100.0
Total	32	100.0	100.0	

Histogram



Appendix 25

The Result of The Normality Test and Homogeneity Test

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain_score	Experimental	.150	32	.063	.946	32	.108
	Control	.146	32	.080	.939	32	.071

a. Lilliefors Significance Correction

Case Processing Summary

	Class	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
gain_score	Experimental	32	100.0%	0	0.0%	32	100.0%
	Control	32	100.0%	0	0.0%	32	100.0%

Test of Homogeneity of Variances

gain_score

Levene Statistic	df1	df2	Sig.
1.800	1	62	.185

ANOVA

gain_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	68.063	1	68.063	1.659	.203
Within Groups	2543.375	62	41.022		
Total	2611.438	63			

Appendix 26

The Result of the Hypothetical Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain_score	Equal variances assumed	.041	.841	3.044	62	.003	4.438	1.458	1.523	7.352
	Equal variances not assumed			3.044	60.343	.003	4.438	1.458	1.522	7.353

Appendix 27

The Result of the Reliability

Reliability for Pre-Test

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.756	25

Reliability for Post Test

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.801	25

Appendix 28

(Documentation)

Students' Worksheet for Pre-Test & Post-Test in Experimental Class

Students' Worksheet for Pre-Test & Post-Test in Control Class

Treatments Picture

Research's Letter Approval

Documentation of the Research



Picture 1. The teacher is preparing some of Recount text



Picture 2. The students are taking a text based on attendant list



Pic

Documentation of the Research



Picture 1. The teacher is preparing some of Recount text



Picture 2. The students are taking a text based on attendant list





Picture 4. The students are doing reading activity of recount text



Picture 4. The students are sharing and collecting to find same text with their classmates to make a group



